R
T P
E S
A
E S
T P
R

# AN INVESTIGATION
# INTO
# VALUE SYSTEM
# OF
# VARIOUS
# CATEGORIES

R
T A
S K
P
S E
T A
R

* * *

DISSERTATION SUBMITTED IN PART FULFILMENT
FOR
DEGREE OF M. Ed. 1970-71
BHOPAL UNIVERSITY, BHOPAL.

UNDER THE GUIDANCE
OF

SHRI S.N. TRIPATI,
M.A. (PSY.),(HIST.)M.Ed.
READER IN EDUCATION.

R. B. SHRIVASTAVA
M. Sc. M. Ed.

* * *

REGIONAL COLLEGE OF EDUCATION,
**BHOPAL**, (M.P.)

# -: PREFACE :-

Work on the study of VALUES has been carried out by many psychologists, both abroad and in India. Comparative studies have also been made.

VALUES play an important part in the life of an individual. Values give consistency of thoughts and conduct. Value system accepted by teachers must have bome influence on the students whom they teach. The study of value patterns of our teachers may help us to determine the motivating factors for teachers as well as students. Values mold and condition human behaviour. Inspired by this idea I planned to make a preliminary study of the teachers of Bhopal city. At present this study is in the form of a dissertation, as a part fulfilment of M. Ed. Examination, Part - II, 1970-71.

In this investigation an attempt has been made to thrash out the different value systems of different categories of teachers. Inferences have also been drawn by employing statistical method. Graphical representations have also been used to give a vivid picture of various value systems. Special findings of interest obtained during the course of classification of data have been consolidated in a separate chapter "Chaper of Extra -Findings." Suggestions have also made for further research in the field of values. Efforts have been made to make the findings clear by means of suitable Graphs and BAR DIAGRAMS.

I hope that this humble beginning in this field may open new ways for further research.

R. B. Shrivastava

Bhopal, dated 1.6.71.

( R. B. SHRIVASTAVA)

## -: ACKNOWLEDGEMENTS. :-

I am deeply indebted to my guide Shri S.N. Tripathi, M.A. (Psy.) (Hist.), M. Ed., Reader in R.C.E., Bhopal without his invaluable and encouraging, helpful advice and guidance this piece of work would not have achieved present shape.

My grateful thanks are also due to Shri J.S. Grewal, M. A. (Maths), (Psy.), M. Ed. Lecturer in Education, Regional College of Education, Bhopal, who helped me in selecting the topic and who gave me useful suggestions from time to time to work in the right direction.

I am also thankful to Shri V.K. Kapshe and other friends who helped me in completing the task in time.

I am always grateful to all my teacher, friends and relatives who gave their precious time in filling up the questionnaire and expressing their views.

R B. Shrivastava

Bhopal, dated 1.6.1971. ( R.B. Shrivastava)

# -: CERTIFICATE :-

This is to certify that Shri R.B. Shrivastava has prepared his dissertation entitled " An Investigation into Value System of Teachers of Various Categories" for M. Ed. Part - II Examination, 1970-71 of Bhopal University, Bhopal, under my advice and guidance.

( S. N. Tripati )
READER
REGIONAL COLLEGE OF EDUCATION,
BHOPAL.

BHOPAL
1.6.1971.

## CONTENTS

| S.No. | | | Page No. |
|---|---|---|---|
| 1. | Acknowledgements. | | III |
| 2. | Preface. | | I |
| 3. | Certificate. | | IV |
| 4. | Chapter - I | Introduction. | 1 |
| 5. | Chapter - II | Need and importance of study of values. | 15 |
| 6. | Chapter -III | Historical Background. | 27 |
| 7. | Chapter - IV | Problem, Purpose of Study Tool for collection of data. | 46 |
| 8. | Chapter - V | (i) Classification and Tabulation of Data. | 51 |
| | | (ii) Statistical Procedure. | |
| | | (iii) Analysis Interpretation Discussion - | |
| | | (iv) Summary and conclusion suggestion. | |
| 9. | Chapter - VI | (i) Extra findings. | 91 |
| | | (ii) End. | 108 |
| 10. | APPENDICES. | | |

| | Appendix No. | Details. | Tables From-to | |
|---|---|---|---|---|
| 1. | I | Description of samples | 1 to 12 | 111 |
| 2. | II | Tables showing value system of 9 categories of teachers | a.1 to a.9 | 122 |
| 3. | III | a. Test booklet.<br>b. Answer sheet.<br>c. Score sheet. | | 126 |
| 4. | IV | Value scores of 20 categories of teachers | with their mean scores calculation | 133 |
| 5. | V | Selected Bibliography | | 193 |

# LIST OF TABLES.

## List of Tables Drawn in the Chapters.

| S.No. | Table No. | Description. | Chapter | Page. |
|---|---|---|---|---|
| 1. | W | Studies made by the 32 foreign writers | III | 33 |
| 2. | I | Table showing No. of teachers drawn from different schools. | IV | 48 |
| 3. | II | Table showing the description of tables given in Appendix-I | IV | 50 |
| 4. | A-1<br>A-2 | Profarma for Tabulating<br>Profarma for Tabulating Value Scores and other information of various catagories of teachers | V | 51 |
| 5. | A-3 | Profarma for Tabulating Value Scores | V | 52 |
| 6. | B-I | Table for calculation of Mean & Standard Deviation. | V | 53 |
| 7. | M-I | Table showing the arrangement of values of Mean ,Mode, Medium of 400 teachers. | V | 55 |
| 8. | V-II | Table showing value systems of Male/Female Primary/ Secon. Teechers... | V | 56 |
| 9. | S(E) | Table showing the Calculation of Standard error. | V | 64 |
| 10. | V-III | Table showing the Comparison between the value systems of Males and Females. | V | 68 |
| 11. | I(G-1) | Table showing intra-group comparison of male and female teachers. | V | 76 |
| 12. | I(G-2) | Table Showing intra.group comparison of Primary & Secondary School teachers. | V | 77 |
| 13. | C(D) | Table showing Classification of Data into different categories of Teachers. | VI | 91 |
| 14. | X | Value Systems of 10 Categories of teachers. |  | 93 |
| 15. | Y | Value System of 8 categories of teachers | VI | 94 |

| S.No. | Table No. | Description | Chapter | Page. |
|---|---|---|---|---|
| 16. | Z | Value Systems of all categories of teachers. | VI | 95 |
| 17. | I(G-3) | Table showing intra-group comparison of values of males & Female teachers. | VI | 100 |
| 18. | I(G-4) | Table showing Intra.group comparison of values between Male-U-D.T- and Female U.D.T. | VI | 101 |
| 19. | I(G-5) | Table showing Intra.group comparison of Values of Female/ L.D.T. Male L.D.T. | VI | 102 |
| 20. | I(G-6) | Table showing significant difference found between different groups on the six values. | VI | 103 |
| 21. | R(C) | Table showing Rank Ord'r Co-relation between different groups. | VI. | 104 |
| 22. | C(N) | Comparative Statement of norms | V | 78 |

# LIST OF TABLES GIVEN IN THE APPENDICES.

| S.No. | Table No. | Description of Table. | App. | Page No. |
|---|---|---|---|---|
| 1. | 1 | No. of female teachers from different schools. | 1 | 112 |
| 2. | 2 | No. of female teachers of Higher Secondary Schools | 1 | 113 |
| 3. | 3 | No. of teachers from Middle Schools | 1 | 114 |
| 4. | 4 | No. of male teachers from Higher Secondary schools. | 1 | 115 |
| 5. | 5 | No. of teachers having particular qualification | 1 | 116 |
| 6. | 6 | Special features of qualification of teachers. | 1 | 117 |
| 7. | 7 | Age range of teachers | 1 | 118 |
| 8. | 8 | No. of different category of teachers | 1 | 118 |
| 9. | 9 | No. of teachers drawn from different category of schools | 1 | 119 |
| 10. | 10 | Income range of teachers | 1 | 119 |
| 11. | 11 | Classification of teachers according to caste | 1 | 120 |
| 12. | 12 | Ranking of values - showing the higher and lower limits of 6 value scores of male, female teachers | 1 | 121 |
| 13. | a.1 | Values [illegible] of 400 teachers of a sample | 2 | 123 |
| 14. | a.2 | Value system of teachers arranged according to mean,median and mode to decide the value system 200 male teachers. | 2 | 123 |
| 15. | a.3 | 200 female teachers | | 123 |
| 16. | a.4 | 31 female teachers (Lecturers) | | 124 |
| 17. | a.5 | 82 male Lecturer | | 124 |

| S.No. | Table No. | Description of Table. | App. | Page No. |
|---|---|---|---|---|
| 18. | a.6 | 51 female U.D. Teachers | 2 | 124 |
| 19. | a.7 | 48 male U.D. Teachers. | " | 124 |
| 20. | a.8 | 70 male L.D. Teachers. | " | 125 |
| 21. | a.9 | 118 female L.D.T. | " | 125 |
| 22. | S-1 | Tables showing classification value scores in the 20 catego-ries of teachers with Mean and S.D | 4. | 133 |
| 22. | S-1 | Value scores of 200 male teachers | " | 134 |
| 23. | S-2 | Value scores of 200 female Teachers. | " | 142 |
| 24. | S-3 | 82 male lecturers. | " | 150 |
| 25. | S-4 | 48 male U.D. Teachers. | " | 153 |
| 26. | S-5 | 70 male L.D. Teachers. | " | 155 |
| 27. | S-6 | 31 female lecturers. | " | 158 |
| 28. | S-7 | 50 female U. D. Teachers. | " | 159 |
| 29. | S-8 | 118 female L.D. Teachers. | " | 161 |
| 30. | S-9 | 177 Hundred male Teachers. | " | 165 |
| 31. | S-10 | 165 Hindu female teachers | IV | 172 |
| 32. | S-11 | 21 male untrained Sec. " | " | 178 |
| 33. | S-12 | 23 male trained " " | " | 180 |
| 34. | S-13 | 21 male un trained ~~Middle~~ Arts School Teachers | " | 181 |
| 35. | S-14 | 11 female untrained ~~Secondary~~ Science School teachers. | " | 183 |
| 36. | S-15 | 8 female trained Secondary School teachers | " | 184 |
| 37. | S-16 | 21 female untrained Arts. | " | 185 |
| 38. | S-17 | 21 ~~male~~ trained " | " | 187 |
| 39. | S-18 | 21 male trained " | " | 189 |
| 40. | S-19 | 15 Muslim ~~Matric~~ Gents | " | 191 |
| 41. | S-20 | 25 Muslim female teachers | " | 192 |

@£@£@£@£@£@£@

| S.No. | Diagram No. | Description. | Page No. |
|---|---|---|---|
| 1. | 1 | Showing comparative picture of<br>a. 400 teachers.<br>b. 200 male and 200 female teachers.<br>c. primary school teachers. AND HIGHER SECONDARY · TEACHERS | 72 |
| 2. | 2 | When values have been taken according to the order of values of Allport. | 72 |
| 2. | 2 | showing the above when the values are taken in discending order of magnitude. | 73 |
| 3. | 3 | showing comparative picture of<br>(i) male/female Lecturers.<br>(ii) male /female U.D. Teachers.<br>(iii) male/female L.D. Teachers.<br>(iv) Male L.D.T. U.D.T. Lecturers Female L.D.T U.D.T. Lecturers.<br>(v) male/female L.D.T. U.D.T. Lecturers. | 105 |

£@£@£@£@£@£@£@£@£

# LIST OF PROFILES.

| S.No. | Profile No. | Description of Profiles | App. | Page No. |
|---|---|---|---|---|
| 1. | 1 | Comparative study of Mean value scores of Male, Female and Total Teachers. | | 57 |
| 2. | 2 | Value system of female teachers. | | 58 |
| 3. | 3 | Value system of male teachers. | | 59 |
| 4. | 4 | Comparative study of Mean scores of Primary and Secondary School teachers. | | 60 |
| 5. | 5 | Comparative study of mean scores of Primary, Secondary and total teacher of sample i.e. 400 teachers. | | 61 |
| 6. | 6 | Comparison between the mean scores of male and female teachers<br>V/S.<br>T. P. S. A. F. R. | | 62 |
| 7. | 7 | Comparison between the mean scores of -<br>i. Female lecturers.<br>ii. U. D. Teachers.<br>iii. L. D. Teachers. | | – |

## PIE DIAGRAMS.

| S.No. | P.No. | [illegible] Diagrams. | App. | Page No. |
|---|---|---|---|---|
| 1. | 1. | Showing value systems of -<br>400 teachers -<br>(i) 200 male teachers.<br>(ii) 200 female teachers.<br>(iii) Primary and Higher Secondary school Teachers. | | 74 |

@@@@@@@@@@@@@

# CHAPER - I

## INTRODUCTION.

VALUES play an important part in the life of an individual. The consistancy of thought and action of an individual is a result of the values possessed by him. Members of a particular caste, creed or community possess a common set of values. Their attitude strivings and desires all are governed by the system of values they possess. Persons in different professions have different value systems.

With the explosion of knowledge in the field of science and technology our mode of life is rapidly changing. Due to improved means of communications, we come in contact with culture of various nations. We have better opportunities of experiencing different systems of values.

Values also change with time. Our present values are different from those existing in the pre-independence period. Under such conditions the society would definitely like to have a befitting pattern of values for the youngesters. Their greatest desire is to see the young generation adjusting itself in this rapidly changing world. On the other hand the system of values which our younger generation might accept is also to be influenced by the value patterns accepted and used by the adults. Hence, it is obvious that study of value pattern accepted by the adults -

specially teachers, may help us to forecast something about the value pattern of younger generation.

But before going into a detailed study of the value pattern of the teachers it would be better, if we try to understand the meaning and concept of VALUE.

## VALUE DEFINED.

(1) " The term value is generally employed to designate a dominent, interest, motive or broad evaluative attitude." (1) *

(2) " The term value is generally employed to designate a relatively generalised attitude."(2) **

(3) Value in fact is an attitude assumed towards fact; a weighing of a fact in relation to an agent and his feelings, desires, interests, purposes needs and acts.

---

* STAGNER, ROSS : Psychology of Personality Value Page 254.

** PAL, S.K. : Personality Study of Engineering, Law, Medical & Teacher Training Students by Educational Studies No.2, Page 38.

Woodroof defines values as " the abstract concept of generalised conditions of living which have an important influence on the maintenance of a sense of well being.

Positive value represents the state under which well being is assured and negative values represent the condition where the well being if insecure.

## FORMATION OF VALUES.

VALUES arise out of the mind's practical attitude when it reacts upon stimulation. Values are something superaided upon the other qualities of objects by the mind. They are also objectified and projected into objects when these are regarded as variable.

Man acts to satisfy ~~t~~his wants. Anything that satisfies a human want becomes a value. To say that our conduct is motivated by our values is another way of saying that we act to satisfy our wants. Since wants may be material and non-material, obviously values are also material and non-material in nature. We want food, clothing, shelter. We value them because they satisfy our wants. These wants are for material things. Many men like and prefer beauty truth and good~~man~~ness. These are non-material things and hence a desire for them may be put in the class of desire for "non--material value." We ~~max~~ always strive to achieve what we value most. It is our conviction, either consciously or unconsciously held. We feel it worthwhile in life. It motivates our conduct. It is only as man comes to value the goal he seeks the means to achieve the purpose of his endeavour.*

---

* Introduction to Philosophy of Education by Still Van Petter Hinderson - Page 63, "The Chief end of Man" Chapter iv- Life Values.

## Towards a modern approach to Values - Valuing Process in the Mature Person.

There is a great deal of concern today with the problem of values. Youth in almost in every country is deeply uncertain of its value orientation * The values associated with various religions have lost much of their influence; sophisticated individuals - in every culture seem unsure and troubled as to the goals they held in esteem. The world culture in all its aspects seem increasingly scientific relativistic, and the rigid, absolute views on values which come to end from the past appear anarchonistic. Even more important, perhaps is the fact that the modern individual is assailed from every angle by divergent and contradictory value claims. It is no longer possible as it was in the not too distant historical past, to settle comfortably into value system of one's forebearers or one's community and live out ones life without ever examining the nature and the assumptions of the system.

## Reasons for uncertainity and Confusion in the formation of general value.

In this situation it is not surprising that value orientations from the past appear to be in a state of disintegra--tion or collapse. Question arises whether, there are, or can be, any universal values. It is often felt that we may have

---

* Western - Behaviral Science Institute L. Jolla California Selection 71 - Reading in Psychology - understanding human behaviour by JAMES A. Dyal.

lost, in our modern world, all possibilities. ⑦

### Reasons for Uncertainty and Confusion in the formation of general Values.

④ Of any general or cross cultural basis for value, one natural result of the uncertainty and confusion is that theres is an increasing concern about. interest in, and searching for a sound or meaningful value approach which can hold its own in todays world.

### Changes in the Formation of Values.

Changes can be observed in the approach to values as the individual grows from infancy to adulthood. Further changes can be observed if he continues to grow toward true psychological maturity.

### Infant way of Valuing.

Living human being, has, at the outset, a clear approach to values. We may infer from studying his behaviour that he prefers those experiences which maintain, enhance, or actualize his organism~~tion~~ and reject those which do not serve this end.

### Infant approach to Values.

It is first of all a flexible, changing, valuing process and not a mixed system. He likes the food and dislikes the same food. He values securing and rest and rejects if for the next experience.

He is the centre of the valuing process the evidence for his choices being supplied by his own senses. He is not at this point guided or influenced by what his parents think he should prefer, or by what or by the opinion of the latest expert in the field.

Change in the Valuing Process.

In an attempt to gain or hold love, approval, esteem, the individual relinquishes the locus of evaluation which was in his infancy and now places it on others. He learns from others and large number of conceived values and adopts them as his own even though they may be widely discrepant from what he is experiencing.

Some Introjected Patterns.

Most of us accumulate the introjected value patterns by which we live in the complex culture of today, the patterns we introject as desirable or undesirable come from variety of sources and are often highly contradictory.

Common Characteristics of Adult Valuing.

The majority of his values are introjected from other individuals or group significant to him, but are regarded by him as his own.

The criterion by which his values are set is the degree to which they will cause him to be loved, accepted or esteemed.

The conceived preferences are either not related at all, or not clearly related, to his own process of experiencing.

Because these conceptions are not open to testing in experience, he must hold them in a rigid and unchanging fashion. Alternative will be a collapse of his values. Hence, his values are right. Because such values are untestable there is no ready way of solving contradictions. As he has relinquished the locus of evaluation to others, and has lost touch with his own valuing process, he feels profoundly insecure and easily threatened in his values.

By taking over the concepts of others as our own, we lest contact with the potential wisdom of our own functioning and lose confidence in ourselves. Since these value constructs are often sharply at variance with what is going on in our own experiencing, we have in a very basic way divorced ourselves and this accounts for much of modern strain and insecurity. This fundamental discripancy between the individuals concept and what he is actually experiencing, between the intellectual structure of his values and the valuing process must lead him to this generalised picture.

~~Much research is needed before we know~~

## Valuing in Mature Person.

The valuing process which seems to develop in this more mature person is in some ways very much like that in infant, add in some ways quite different. It is a fluid, flexible based on the particular moment and the degree to which this moment is experienced as enhancing and actualizing.

Values are not held rigidly but are continually changing. The painting which last year seemed meaningful now appears uninteresting, the way of working with individuals which was formerly experienced as good now seems inadequate, the belief which then seemed true is now experienced as only partly true or perhaps false.

Another characteristics of the mature individuals approach is that the locus of evaluation is again established

firmly within the person. It is his own experience which provides the value ~~fmx~~ information or feedback. Thus he may be told by his friend that a new book is very disappointing. He reads to unfavourable reviews of the book. Thus his tentative hypothesis is that he will not value the book. Yet, if he reads the book his valuing will be based upon the reactions that stirs him, not on what he has been told by others.

Like the infant too, the psychologically mature person, adult trusts and uses the wisdom of his organism, with the difference that he is able to do so. Knowingly he realizes that if he can trust all of himself, his feelings and intutions may be wiser than his mind, that as a total person he can be more sensitive and accurate than his thoughts above.

## TYPES OF VALUES.

Values can be classified as under :-

1. Economic.
2. Ethical.
3. Aesthetic.
4. Pleasure and pain.
5. Religious.
6. Biological - Survival value.
7. Cognitive Value.

The only values that can concern us as man are the values which do in fact make a difference in our life and which we can in principle, progressively explore and apprehend .

### Positive and Negative Value.

Education seeks to secure for man things that are good instead of bad, conditions that can satisfy instead of annoy, activities that are right and beneficial insteatd of wrong and harmful, satisfying or annoying or as otherwise possessing value or significance only when viewed from some point of view. Things with which education is concerned is based on desires, wants, cravings or urges. In other words value or worth or goodness means power to satisfy wants. If an object or an event appears to promote a desired outcome or end, we regard it as having a positive value.

If it appears to obstruct, we regard it to have a negative value.

### Instrumental Values.

As for instrumental values are concerned personal likes or dislikes, favour or disfavour do not hold its way. It is in this sense "the end justify the means."

### Intrinsic Value.

This value is overpoweringly personal. They are the ends in themselves. They are not scientifically verfiable.

### Other Values.

Having thought of restoring man to his right position, Gandhiji wanted to concretise his concept of the goal of man. The answer found was that it should be search for truth and non-violence.

In addition to these basic, Gandhian values , there are some impertant aspects of Gandhis life and values which are blowing more and more relevant for our country during the coming

years. These are his approaches towards solution of differences :

1. to do some manual work,
2. feeling of dignity of labour.

These significant values to be made a part of our working life - This can be done only through appropriate changes in our educational system and that too at earlier stages.

Two other values that we need to get into our educational system are non-violence and identification with poor and handicapped people. These values would be important for providing a civilized man in society.

Gandhians values demand the recognition of the worth of human personality as such and overcoming the educational barriers to the development of feeling of oneness of human race.

## Individual Values.

This term refers to those values which are conducive to the progress of individual. Those values are individual in the sense that the ego is more deeply involved in them. They are self interest bound and they mean more to the person because his ego is deeply and effectively tied up with them.

## EXAMPLES

### Individual Values.

1. Ambition.
2. Courage.
3. Initiative.
4. Determination.
5. Fame.

(continued)

6. Adventure.
7. ~~Preservance.~~ Perseverance
8. Power.
9. Wealth. (itxxxxxx
10. Truth.
11. Justice.

[illegible]

1. Harmony.
2. Love.
3. Sympathy.
4. Tolerance.
5. Peace.
6. Service.
7. Co-operation.
8. Sincerity.

SOCIAL VALUES.

These values which are considered to be conducive to the progress and solidarity of the group are called the social values. Many time in upholding the value of the group individual may have to sacrifice his own interest. In virtue of interest of community and aspirations of a group of co-operant, it is possible intellectually, to conceive the ideal of the group as group social. These have been called social values.

## OTHER KIND OF VALUES.

1. **Operative Values** :- Which are the behaviours of organism in which they show preference for one object or objective rather than other - viz. like earth warn on maze.

2. **Concerned values** :- The preference of are individidual for a symbolized object - " Honesty is the best policy," is such an concerned value.

3. **Objective Value** :- Which refers to what is objectively preferable, whether or not -it is sensed or concerned of as desirable.

It is very difficult for a man to possess all the types of values described above. But he should try to embrace such a pattern of values befitting to a citizen of democratic country like India.

[illegible]

## Effects of Values on the Behaviour :

The values of any caste, group mould the behaviour of its members and these social value make for group solidarity and the co-operative behaviour is conditioned by the dominent values.

Value system are affected due to following facts :-

1. Socio-eco. status.
2. Religion.
3. Place of birth - rural/urban locality.
4. Education.
5. Caste

(continued)

6. Environment.
7. Scientific advancement and knowledge.
8. Intermixing of culture.
9. Age.
10. Sex.
11. Various unknown factors.

-.-.-.-.-.-.-.-.-.-

# CHAPTER - II

## NEEDS & IMPORTANCE OF STUDY OF VALUES.

Parents, teachers and society present various patterns of values, to the young generation and influence the value patterns possessed by them. Accordingly the value system accepted by our teachers will influence the choice and selection of values made by the students. Hence the knowledge of the existing value system is essential for better planning of educational aims. Just as values determine persons pattern of life, so does values determine a pattern of education.

So a study of values will throw a light on one of the motivating factors in human life. They are directing agencies which mould and condition human behaviour.

In modern times, the attention of psychologist has gone to this area of study. They are trying to correlate the different values with variable - such as caste, religion, age, sex, socio-economic status of the person.

These investigations are worth doing in order to study individual personality in complete sense.

Hence whatever importance the teachers attach to various life values, they must have their effect upon the students to a greater extent. Similarly teachers of different categories and stages attach importance to different values in life and their behaviour is bound to affect the behaviour of students.

An assessment of the nature and extent of values and the degree and importance attached to them by our present teachers will throw light on what kind of influence our teachers must be having on our students.

Within the last 25 years value concept has risen sharply from a many century old object of mild curiosity to a focal point in studies of human behaviour. Value is something which pervades everything. It determines the meaning of the world as a whole, as well as the meaning of every person, every event, and every action, while stressing the importance of values.

It is because, we can not understand human behaviour unless we study the basic conceptual assumptions of which value play a very important part.

## IMPORTANCE OF VALUE FORMATION IN TEACHERS.

With the emerging of new social order the system of Education must change. For this suitable qualified teachers are required, who can inspire young generation and instill in them desirable attitudes and values. The role of teacher should be that of a leader, organiser, thinker, co-ordinator. At the heart and core of Educational process is the Teacher.

It is unversally accepted that the quality of nation depends upon the citizens. The quality of citizens depend upon quality of their education. The quality of education depends upon certain factors -

1. Home 2. Inherited triats, attitudes of parents, final support, building books and equipment in the school curriculum, method of instruction.

But the most significant factor+ is quality of teacher which

---

* Educational Trend - July, 1970 page no. 19.

depends upon preservice and inservice training in which certain values should be inculcated in the teachers who in turn will transfer, them to their students, the future citizen.

Value judgements are an integral part of personal philosophy of life and it means the system of values by which we live. The philosophy of our life includes our aims, ideals and manner of thinking. It is sometimes the same total of the principles by which our behaviour is governed.

Many people have built their life, philosophies around religious concepts. Others have developed humanitarian or materialistic or premature or opportunistic approaches to life. Whatever its form and content a philosophy of life will have meaning to a person only according to the value he assigns to it.

Values are very important in the life of the individual as they determine, ones likes or dislikes and control his behaviour. But the values of the different persons are not the same. There is a great diversity of human behaviour which may be due to the differences in values.

## ROLE OF VALUES IN EDUCATION.

Values play a determining role in education. Just as values determine a person's pattern of life, so do values determine the pattern of education, the structure and the process of the system of education. Values provide the foundations of the educational enterprise. Values are basic to any scheme of education or programme and that it is in values that many problems and their answers lie. We are thus concerned with the

values which, whether we are conscious of them, or not are shaping education and all that goes with it. Of course much depends upon how we look at values, how we perceive the relationship between values and education and how we can apply values to educational policies and practices.

All problems of Education, desisions and questions should be tackled on the basis of values. Our answers and decisions would also lack clarity whether we are conscious or not about the values that are behind the solution to our problem.*

Entire process of Education - the process of decision making revolves round one pivot, that is values.*

Value provide the foundation of Education. They indicate what is fundamental in the educational framework without which it is difficult to think or talk about education in any way. Values thus serve as heart of the educational enterprise.

## Effect of Change of Values.

Some years back, we had a Bachelor's degree in Education with emphasis on Basic Education. Today we don't lay the same stress on Basic Education.

During the period of National Emergency, changes have been made in the functions of educational institutions. A great many changes have also been introduced in their instructional programmes. Defence corps programme with its value aspects is a clear example.

---

* Dr.(Mrs) K.T. Singh - The Problem and Function of Values in Education - Journal of Regional College of Education, Bhopal, 1968, Vol. II

Consider also the tremendous interest in the concern with education of free India. The change in value marks the change in concerns and approach. The system of Education of America England, France, Germany, Japan, Russia are based on their own particular values and clearly indicate the type of education that would be in keeping with fundamentals of their cultures.

Value orientations determine education as a whole. Values are thus the starting points of all education. Hence, values indicate the directions in which education ought to go. Values thus provide the fundamental at thread that holds the multiple process of educational enterprise together into a whole. It is only this thread that completes the picture as a logical whole. One may call values as the nerve centre of all basic problems in education.

All primary considerations in Education are - consideration of values viz. chain of relationship in the students concerns runs like this. First his concern for degree. In order to attain the degree he is to pass the examination. He has [illegible] to study the particular syllabus. Inorder to complete the syllabus and the course of study he has to go through many ordeal of school and class-room. It is evident that his values in this case are primary indicators of his concerns and pattern of study and student life. Now, if his purposes are changed and his concerns becomes different , his whole approach would also be different. But then it is his basic scheme of values which is shaping his concerns and attitudes.

Extending this to education on the whole, we will find that values would determine the type of :-

i) Educational purposes.
ii) Learning activities.
iii) Organisation of learning activities.
iv) Teachers.
v) Teaching methods.
vi) Teaching aids.
vii) Administration and supervision.
viii) Text books and instructional materials
ix) Organisation of instructional programmes.
x) Evaluation and what not.

In this way, we find that everything that goes on in education is dependant upon values. Beginning with purposes of education all that is required to attain these purposes has to be shaped and determined by values. All judgements, therefore about these and other pertinant problems must also be based on values.

VALUES then serves a key to the entire functioning of education. It is therefore important that the key must be effective. For this purpose it is necessary that the values must be clearly understood, properly defined and adequately applied to education.

With the advent of 20th century, the responsibility of educating the children became a ligitimate undertaking of a welfare state. This idealogy developed with the advent of democracy.

The University Education Commission, 1948 recommended adoption of moral and religious instruction at all stages of Educational ladder. A Committee under Shri Shriprakash, in 1959

made valuable suggestions for inculcating moral and spiritual values in students. Kothari Commission ( 1964-66) stressed the need for "moral and spiritual values in Education in place of Religious instruction. It accepts that modernisation is in the national interest to be living force, it must desire its strength from the strength of the spirit. In the life of Indians, religion is a great regulating and motivating force and it is ultimately bound up ~~meeth~~ with the formation of character and inculcation of ethical values, social and spiritual values in our educational system has begun to create serious and social and ethical conflicts. Hence this is the proper time to recognise the values associated with ethics and religion in our educational system. A national system of education has to be related to the life, need and aspiration of the people. On these grounds the Commission recommended that conscious, organised and all round attempts be made to impart education in social, moral and spiritual values.

In order to inculcate moral and spiritual values in the youth, the teacher should represent, by his own example the good practices of national heritage. These values embrace the whole life of the students and only an all out effort can help in achieving the desired effect. The total staff of the school should be evolved in building these values and other values which are the stepping stone for building new dynamic society. Some of the values which teacher can inculcate in their students who are the future citizen of India are as under :-

1. Intellectual honesty, Devotion to Truth.
2. Respect and thoughtfulness for others.

(continued)

3. Developing a sense of responsibility and a a standard of behaviour.
4. Patriotism and sense of freedom.
5. Recognising right from wrong and justice from injustice.
6. Tolerance and forebearance.
7. Helping others.
8. Courtesy and respects to elders and teachers.
9. Developing attitudes rather than setting rules.

## Effects of Teacher's Values on students - Thus the importance of study of values of Teachers.

One of the more significant psychological development of contemporary society would appear to be the relatively flued state of the teacher student relationship. Within a single generation, significant changes have taken place in the traditional conceptions ofw hat is the teachers role and what is the students' whether such changes have been abrupt enough to be considered cultural revolution or sufficiently gradual to be simply degrees of cultural variation is difficult to judge. In either case, however this changed and changing cultural pattern has a number of implications and possible effects that bear directly on individual, group and institutional behaviours. In this connection such questions as the following might be asked :-

1. What are some of these changes of values that have taken place in teacher student relations ?

2. Have such changes been more pronounced in students than teachers ?

3. How have these changes have affected the life adjustment ?

4. What about the effect on students and teachers at present time and in the years ahead ?

These are just a few of the problems in the area of students - teacher relationship and value adjustments that need to be studied.

## Effects of Values of Teachers on Students and Vice-versa.

It is usually assumed that what goes on among students in a class room is dependent to a major degree upon the presence of teacher a - teacher whole role is to provide leadership in "learning activities at which the students themselves are initially unprepared without assistance to determine approved goals or to select and employ suitable way and means of attaining such goals. The teacher by virtue of education and experience is expected to be able to guide and assist his students in the acquisition of suitable knowledge, approved attitudes and value systems.

Qualitatively at least, the logic of this argument appears sound i.e. the students values are a function* of teachers values, the teacher being a necessary, though not sufficient condition for purposeful and productive students performance This phenomena is known as value incorporation which is based upon the teachers ability to command desired goal - states of the students. The students assimilation of teachers values in his

---

* Indian Educational Review of July, 1961,
A Study of Student Teacher Relationship by Ramesh C. Dixit

self-ideals would be related to his self actualization and social adjustment.

To Gandhiji, education was an all round drawing out of the best in child and man-body mind and spirit. In democratic country the ideal citizen should be physically strong, mentally awake, and morally straight. All round education for good citizenship is a necessity and so we can not neglect moral and spiritual values. We in India, have failed in our duty by neglecting this essential feature of complete education and this has resulted in trouble all over the country in the shape of mass indiscipline, rioting and chaos. It now seems that students community has lost all moral restraint and can not be kept in check. We are suffering from malady for which we have no reason to blame to others, except ourselves. It is time to recognise fully well that the inculcation of various values of life for good Education. Besides formation of all types of values are essential for the maintenance of India's cultural heritage, tradition, refinement of method of work and lifting goals of our life for above materialistic or humanistic levels. Such values have special significance to the society when youngmen and women are passing through crisis of character and chaos.

People say now a days that we have lost some of our moral values or do not possess moral values at all. Due to this in all stages of society, indiscipline chaos, rioting, dis-satis--faction, frustration, insecurity, uneasiness, unstability, is visible. We talk much about values, but no body wants to adopt certain necessary values in life. When some social problems is studied it is found that every body says that life values should be inculcated amongst the students. But it is seem that the

in the field of education, the responsibility of deciding the life values is fixed by one stage of education to another. The University fixed this responsibility on the Higher Secondary stage and the latter on the middle stage which subsequently does so on the primary stages. No one feels responsibile and rebukes the other for the selfish ends or for shirking the responsibility. It is certain that the understanding towards the values mostly comes or originates at the school stages. Starting point for understanding or inculcating the life values can be made at the primary stage. Such values take different shapes at the different stages of life viz. college level, at different professional courses.

Hence, whatever importance the teachers ( who have been called as builder of nation) attach to various life values, they must have affected ~~necessity~~ necessarily the students to a great extent. Similarly the teachers of different categories and stages attach importance to different values in life and their behaviour is bound to affect the behaviour of their students. Also persons in other field of society; different than education; have different values in life. But foundation of various kinds of values is also laid by the teachers, hence it has been thought to take the teachers of all categories as the basis of study of value system in teachers. Teachers should possess Asthetic and social values to a greater extent but this is not found in them and instead other values viz. political, theoretical, economical, values are found in them. Students also possess the same types of values.

In order to produce the quality of teachers for qualitative Education, teachers should have certain values viz. social, aesthetic etc. which they by their own example provide in their students and thus can help in solving various problems of Education.

In view of the great importance of values in all spheres of life, it was thought to assess the nature and extent of values and the degree and importance attached to them by our present day teachers. If we could find definite trends them, we could plan to correct things at the teachers level rather than attempting to do it at the students level.

Inspired by these ideas I planned to make a preliminary study of values ~~natures~~ of a small sample of teachers of different categories serving in different capacities in different institutions of Bhopal town.

* * *

# CHAPER - III.

## HISTORICAL BACKGROUND.

There is a chequered history of the research trend in the area of value although Titchner (1915) who, in his zeal to make psychology scientific imitated the classical physicist and excluded value alongwith meaning and utility from the new science. Titchner wanted to be a'pure scientist' who had traditionally prided himself on his concern for fact, his indifference to value.

2. Watson (1924) with some what anti-philosophic inclinations, considered behaviourism a foundation for all future experimental ethics.

### Attempts made by Psychologist to study the nature and formation of Values.

Spranger appears to be the pioneer in the 20th century to work in the field of study of values. Spranger's "type of men (50)" defends the view that the personalities of men are best known through a study of individuals values or evaluative attitude. He specifies 6 types of men. In 1928 he attempted to divide people into what he termed as "Six Fundamental Attitudes" or dominent value directions. He divided people into theoretical, economic, aesthetic, social

political and religious. Spranger says that the character is determined by the fundamental values.

According to Spranger a person can best be understood not by his achievements but by his interests and intentions.

## A Brief Characterization of Sprangers Types.

1. **Theoretical** :- The dominent interest of the theoretical man is the discovery of Truth. In the pursuit of this goal he characteristically takes a "cognitive" attitude, one that looks for identities and differences; one that divests itself of judgements regarding the beauty or ultimately of objects, and seeks only to observe and to reason. Since the interest of theoretical man are empirical, critical and rational. He is necessarily an intellectualist, frequently a scientist or philosopher. His chief aim in life is to order and systematise knowledge.

2. **The Economic** :- The economic man is characteristically interested in what is useful, based originally upon the satisfaction of bodily needs ( self preservation) the interest in utilities develops to embrace the practical affairs of the business world - the production marketing, and consumption of goods, the elaboration of credit, and the accumulation of tangible wealth. This type is thououghly " Practical and confirms well to the prevailing stereo-type of the average business-man.

The economic attitude frequently comes into conflict with other values. The economic man wants education to be practical, and regards unapplied knowledge as waste. Great feats of engineering and application result from the demand

economic men make upon science. The value of utility conflicts with the aesthetic value, except when, art serves, commercial end. In his personal life the economic man is likely to confuse luxury with beauty. In his relations with people, he is more likely to be interested in surpassing them in wealth than in dominating them (political attitude) or in serving them (social attitude). In some cases the economic man may be said to make is religion the worship of Mammon. In other instances, however, he may have regard for traditional God, but inclines to consider Him as the giver of good gifts, of wealth, prosperity and other tangible blessings.

3. The Aesthetic :- The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the stand point of grace, symmetry, or fitness. He regards life as a procession of events, each single impression is enjoyed for its own sake. He need not be a creative artist, nor need he be effete, he is aesthetic if but finds his chief interest in the artistic episodes of life.

The aesthetic attitude is in a sense diametrically opposed to the theoretical, the former is concerned with diversity and the latter with the identities of experience. The aesthetic man either chooses, with Keats, to consider truth as equivalent to beauty, or agrees with Mincken, that "to make a thing charming is million times more important than to make it true." In the economic sphere the aesthetic sees the process of manufacturing, advertising, and trade as a wholesale destruction of the values most important to him. In social

affairs, he may said to be interested in persons, but not in the welfare of persons, he tends towards individualism and self sufficiency. Aesthetic people often like the beautiful insignia of pomp and power, but oppose political activity, when it makes for the repression of individuality. In the field of religion, they are likely to confuse beauty with purer religious experience.

4. The Social :- The highest value for this type is love of people. In the study of values, it is Altruistic or the Philanthropic aspect of love that is measured. The social man prizes other persons as ends and is therefore himself kind, sympathetic and unselfish. He is likely to find the theoretical, economic and aesthetic attitudes cold and inhuman. In contrast to the political type, the social man regards love as itself - the only suitable form of human relationship. Spranger adds this in its purest form the social interest is selfless and lends to approach very closely to the religious attitude.

5. Political :- The political man is interested primarily in power. His activities are not necessarily within the narrow field of politics. Leaders in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is upper - most, who wish above all else for personal power, influence, and renown.

6. Religious :- The highest value of the religions man may be called unity. He is mystical, and seeks to comprehend the ~~conscious~~ Cosmos as a whole, to relate himself to its embracing totality. Spranger defines the religious man as one "whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience. Some men of this type are "imminent Mystics" i.e. they find their religious experience in the affirmation of life and in active participation therein.

## MIXTURES.

Spranger does not imply that a given man belongs exclusively to one or another of these types of values. His depictions are entirely in terms of " Ideal Types" a conception fully explained in "his types of men."

After Spranger Allport and Vernon adopted his scheme for experimental purposes. They are of the opinion that every value attitude in varying degrees may be found in all persons. The aim of their test was to determine the relative prominence of each of these six values in a given personality.

But the pioneer emperical study of the values by Allport and Vernon 1931 with Sprangers (1928) six types of men opened vistas in multifarious directions. Today, we find a large body of knowledge based on investigations centred around values. With old form of study extensive researches have been made in western countries.

Thorndike, M.J. Eysinck Whitly , Daniel Morris and many others have worked in this field. Most of them have followed

the Allport and Vernon test. These tests can be used for vocational guidance and personal work and also are useful in psychological researches - such as diagonising personality and conducts.

After Watson (1924) Spranger (1928), and Allport (1931), other schools of psychology, conceiving the major problems of their science to centre round Gestalten, purpose, personality or adjustment, rather than around sensation, had in the language of Kohler (1938-1944), at least some place for value in their world of facts. Still other psychologists the geisteswissenschaftiche gave a central place to the values in their system and rejected the scientific method. From those rather hetrogenous anticidents there emerged in psychology during 1930, application of value system. These succeeding psychological studies of values have been summerised by Dukes ( 1955 ) who has classified the research trend under the following heads :- ✓

1). Measuring the values of groups of individuals and relating the results to other data concerning the groups (Individual differences).

2) The origin and developments of values within individual.

3). The influence of an individual values on his cognitive life.

Several psychologists, it is true, have included values as principal construct in their accounts of behaviour

( Allport) 1937, Asot 1952, Murphy, 1947, Stagur 1948, Thompson, 1946 etc.

Probably the most ambitious attempt to make values an integral part of psychology is Clawson's (1946) description of human action in the light of ten value situations.

Work done by the foreign psychologists are tabulated below :

## TABLE NO. W

### STUDIES MADE BY FOREIGN PSYCHOLOGIST.

| S.No. | Name. | Year | Aspect. |
|---|---|---|---|
| 1. | GRAY | 1947 | Group difference. |
| 2. | McCarthy | 1942 | Religion. |
| 3. | Newcomb | 1943 | Religious groups. |
| 4. | Arsenean | 1943 | Change in values of college students under two differing system of education. |
| 5. | Burgemister | 1940 | |
| 6. | Whitley | 1933 | |
| 7. | Newcomb | 1943 | |
| 8. | Arsenean | 1943 | |
| 9. | Duffyetal | 1940 | Vocational interest measured social attitude. |
| 10. | Sarbin et-al | | |
| 11. | Cobin | 1941 | Measured social attitude by old form of test. |
| 12. | Newcomb | 1943 | |
| 13. | Pinter | 1933 | |
| 14. | Fisher | 1948 | Kinship and friendship measured. |
| 15. | Richardson | 1940 | |

| S.No. | Name | Year | Aspect. |
|---|---|---|---|
| 16. | Postman et-al | 1948 | Various aspect of perceptual and cognitive functioning. |
| 17. | Vanderplas | 1949 | |
| 18. | Coffin | 1944 | Relation of values to constitutional factors and temperament. |
| 19. | Smith | 1949 | |
| 20. | Van Dun Sen et-al | 1939 | Developed test to study values and their measurement. |
| 21. | Maller Glasser | 1939 | Vocational guidance. |
| 22. | Cantrel Allport | 1933,<br>1934 | Relation between personal values and handwriting voice. |
| 23. | Kirchner Mogan | - | Difference in value patterns of future teachers of different categories. |
| 24. | Anderson | - | Personal and situational factors affecting the choice of college and schools |
| 25. | Kelley et-al | 1950 | To differentiate between successful and occupational group. |
| 26. | Thurstone | 1944 | |
| 27. | Schooley | 1936 | Adjustment of married couples. |

( continued)

| S.No. | Name | Year. | Aspect |
|---|---|---|---|
| 28. | Bowel Morgan | - | Study on personal values and verbal behaviour of teachers. |
| 29. | Bledsol | - | Significant difference between the scores of man and woman on aesthetic value. |
| 30. | Sternberg | - | Tendencies toward maladjustment. |
| 31. | Andrews | - | Effects of eight subjects on these values viz. theoretical, economical and political. |
| 32. | S.D. Kakher<br>Garden | - | Cross cultural study of teachers. |

Work done by Indian workers are described on the following pages -

( continued)

## INDIAN STUDIES.

1. Kum. Sathyavati constructed a scale of values for production of success in teaching.

2. Kum. Harddep Kaur, Kum. Sheela Tripathi worked in the area of measurement of values.

3. Shri Kulshrestha compared the values of the inservice and pre-service teachers with regard to their socio-economic status and teaching efficiency. He concluded that pre-service teachers are much more interested in power and political matters and less interested in social and religious values. In service teachers consider, social, religious values more important. Efficient teachers, trained or untrained scored the same value structures. Inefficient inservice teachers are more religious in value. Allport Vernon Lindzey value test, was revised, modified and adopted by S.P. Kulshrestha* accord-ing to Indian conditions. This test was standardized and revised three times in 1968, 1969, 1970 and accepted as relia-ble and valued and have undergone many trials.

4. Ramesh C. Dixit Deo Dutt Sharma examined the student teacher relation in terms of value incorporation. He found out that the male teachers significantly deffered from female teachers on religious valued. While male students differed significantly from female students on theoretical aesthetic economic and political values.

---

* S.P. KULSHRESTHA - Senior Research Fellow,
P.G.B.T. College, Sadarsahar (Raj.)

5. In comparative study of selected attitudes , values and personality character of American, Chinese and Indian students, Singh, Sophia and Thompson reported that the Indian students got higher scores on both economic and political values and secured lowest scores on the religious value.

6. Mohsin studied the relationship of evaluative attitudes to sex- difference, intellectual level, expressed occupational interest and hobbies.

7. Ojha tried to assess the personality characteristic of teachers under training.

8. Ray Choudhary found out group differences in value in Indian situation with the old form of the scale of values. Lateron he found out the group differences and norms in values at the college level. These norms can be used by Indian teachers psychologists and autharities for counselling, vocational guidance and selection at various stages at the college level. Ray Chowdhary has further studied the variation of "values" with age, birth order locality and region, socio-economic status and religion and drawn out the amazing results by taking samples of graduate men of Aligarh University and measured the 6 values by the help of Indian modification of Allport Vernon and Lendzey test of study of values which was modified by him. According to Indian situation how these values vary with the valuables viz. age, sex etc. as pointed above have been studied.

9. Shukla compared the value scores of Arts and Science post graduate students of 5 universities in U.P. and found that the two groups differed significantly on economic and religious values.

10. (a) In a personality study student leadership P. Kumar report that the leaders tended to be lower on the theoretical and religious, but higher on the economic and social values. On other values no significant difference was found.

10 (b). Shri S.K. Pal - in his personality study of Engineering Law, Medical and Teacher Training Studies, made an attempt to find out and compare value of engineering law, medical student teachers.

Findings in general lead to the conclusion that differences in values do exist between students preparing for 4 professions. The question whether these students develop these values with training or the students who have such values come to these professions can not be answered by the means of the study of men alone and further norms are needed for this purposes. Distinguishing patterns of values were visible. In the case of engineering students economic value emerged as the highest, while the religious was the lowest. In the case of law students political value emerged as the highest followed by the economic value. In the case of medical students theoretical value was first followed by social value - while aesthetic value was the lowest. In the case of student teachers political values emerged as the highest value followed by theoretical.

11. Study made by S. Shakeela Begum and A. Hafeez (Bangalore) on the Indian and social values, came to the following conclusions :-

(i) More emphasis by girls on values like, love, peace, sympathy presevance.

(ii) More emphasis by boys on values like, power, wealth, ambition, courage, adventure, tolerance, initiative.

(iii) Science and arts students emphasise more on different values of life.

(iv) The values of any caste group mould the behavioue of its members and these social values make for group solidarity and co-operative behaviour is conditioned by dominent values

12. Miss Meena Rao in her study personality pattern in relation to the organisation of sentiments relating to values in life such as beauty, power, harmony, sincerity, courage, discipline, devotion, correlated the individual preferences for values with personality pattern and found out the following results :-

i) The disposition and temperament have an effect on the sense of values.

ii) The persons of unhealthy development of personality emphasis and over estimate certain qualities thereby indicating lack of harmony, frustration feelings of insecurity and inhilition.

(iii) Persons of healthy development prefer certain qualities and overestimate positive values qualities thereby revealing their sociable, cheerful and well adjusted personality

[illegible] - ( ALLPORT VERNON's TEST)

The test is designed to measure generalised and the relative prominance of 6 dominant interests motives or evaluative attitudes in personality. It was originally developed by G.W. Allport and P.E. Vernon in 1931 and was revised in 1951 by Allport Vernon and Gardner Lindzey. This test is a forced choice instrument based on definite theoretical model of "Sprangers six types of men" It presents forced choice items which require a choice between two or more of the values tested. It permits a person to show the relative concern for social economic, religious and political considerations. A number of items must be answered consistently to get a meaningful score on any value. A test contains 45 questions, based upon a variety of familiar situations to which two alternatives answers in part one and four alternative in answer in part -II falling in different value categories. In the first part two alternatives are to be valued either as 3 and 0 or 0 and 3 or 2 and 1 or 1 and 2 according to agreement or disagreement with the statement. In the part - II four alternatives are valued in order of personal preference, giving 4 to the most attraction, 3 to the second most attractive, 2 to the next one and 1 to the least attractive alternatives. In all these

are 120 answers, 20 of which refer to each of 6 values. The subject records his preference numerically by the side of each alternative answers. There is no time limit but it takes about 30 to 40 minutes to complete the blank. Directions are simple and scoring is easy.

## QUALITIES OF TEST.

1. It has definite theoretical basis.
2. Its statistical properties are adequate.
3. It yields scores which possess utility ~~person ultimately~~ for both groups and individual and ~~and individual.~~ Inter-pretation, within the appropriate context The test possess considerable merit and utility.

## HISTORY OF REVISION OF TEST.

The study of values was originally published in 1931. Continued study by the authoris the resulted in 1951 edition and a third edition in 1960. In 1968 a machine scorable for third edition, utilizing the verson, supplimentary high school norms were developed from its administration in a sample of American senior high schools.

The main changes of this revised scale according to test manual are :-

1. An improvement in the diagenistic power of items.
2. A simplification of the wording.
3. Modernization of certain items.
4. A more economic scoring system.

5. Re-definition of social value.
6. Fresh norms.
7. Increase in the reliability of the test as a whole.

## EVALUATION OF ALLPORTS WORK.

According to ~~Spranger~~ Super and critics " This test is first of its kind, has been most thoroughly studied and still more widely used.

Reviewing the study of values Gage remarked "This test gives ~~ex~~impression of being an intelligent test for intelligent people for counselling and guidance and for research on a wide variety of psychological questions the test is very good.

## UTILITY OF TEST.

This test has been found immensely valuable in class room demonstration, for students of general psychology, social psychology, personality, education and in similar subjects. It acquaints these students with the problem of interest and motive, and and especially with the theories of Sprangers' School of thought. Of course these types should be considered merely as six important aspect of personality in respect to which the individual may profitably be compared.

## Instructions for Administering.

1. The study of values is self administering.
2. There is no time limit, but the subjects should be discouraged for spending two long a time over the questions.

3. There should be no explanation of the purpose or construction of the test before it is taken.

4. Omissions are permissible, but undesirable.

5. Certain groups not familier with psychological tests need assurance and encouragement.

## Scoring of Test.

The test is self-scoring. Both taking and scoring can be completed in one hour. The examiner may score the papers. He will require 5 minutes for each paper.

Scoring includes the following :-

1. Treatment of omitted questions.

2. Order of transcription and addition.

3. Application of correction figures.

### Correction Figures.

The total scores for the 6 columns ( one column for each value) must be corrected by making slight addition or substractions as indicated on the score sheet.

The correction is made in order to equalize the popularity of 6 values. Thus the uncorrected means for the theoretical value, In the year 1960 , population of 8369 cases is approximately 38, two points lower than desired mean of 40 for this reason the correction of +24 is employed. It is

essential for the purpose of the test that the final average scores of all values in a large population be as identical as possible. The correction figures ensure this result.

The scores on each page are added and the totals transcribed into score sheet. The page totals belonging to each of 6 values are then summed. After applying certain corrections these 6 total scores can be plotted on the profile, so that the subject may see the significance of his standing on all the values simultaneously.

The scoring of the test is arbitarily arranged so that the magnitude of the score obtained on certain series of items gives the relative strength of the corresponding value for the person. Thus a score of 37 on any of the scale if said to show a strong effective reaction towards objects of that particular value, since the test is so constructed that the subject can not make high scores on all scales ( in raising his score, he lowers it on others) the score give only the relative comparison within the personality on the strength of these interests or affective responses.

## Indian Adoptation.

The allport Vernon Lindzey study of values was adopted in Indian situation by K. Ray Chaudhari in 1958. According to K. Ray Chaudhari, the adoptation of the scale in Indian seems to be quite satisfactory. The ~~other~~ Author has simplified the instructions given in English and illustrated certain facts or situations from Indian "History & Life".

No item has been added or eliminated. The average score of the test thus remains the same, that is to say, 40 in each category as indicated on the score sheet.

### Interpretation.

Unlike many tests of personality the present scale aims to measure more than a single variable. It does not however measure the absolute strength of each of the 6 values, but only their (relative) strength.

A high score on one value can be obtained only by reducing corresponding the scores on one or more of the other values. In interpreting the results therefore, it is necessary to bear in mind that they reveal only the relative importance of each of the six values in a given personality, not the total amount of value energy or motivation possessed by the individual.

### Correlation among Values.

Since the scores on the six values are interdependant ( a high score on one value requiring offballing low scores on others), it is not strictly legitimate to state - inter correlations among values. Yet the question arises as to the relative degree to which various pairs of values are associated inspite of this basic feature of the test that tend to produce negative correlations in general.

# CHAPTER - IV.

## PROBLEM.

The present study is an attempt to make a preliminary survey of values of 400 teachers belonging to different categories and institutions in Bhopal City.

### Purpose of Study.

The main objects of the study were to determine :-

1. The pattern of value system generally accepted by our teachers.
2. The significant difference if any between the value system of primary school teachers and higher secondary school teachers.
3. The significant difference if any between the, value system of male and female teachers.

### Tools and Administration.

The Hindi addptation of Allport Vernon Lindzey value test+ by S.P. Kulshrestha, seemed more appropriate for the study.

### Administration & Scoring of the List.

The test was administered to male and female teachers of primary, middle schools and higher secondary schools institutions for administration of test as given in the manual and the test booklet* were followed. Then answer sheets@ were scored according

---

+ Discussed in Chapter No. III Page 40

* Test Booklet - see Appendix III page NO - 127

@ Answer sheet see Appendix III page NO 131

to the directions for scoring the test given in the manual of directions. ~~Some~~ Raw scores for different category were tabulated, correction figures as determined by Kulshrestha were followed.

Following points were see h while scoring :-

1. **Treatment of Omitted Questions.**

Since the sum of the six final scores for every subject must be the same, it is necessary, that all omitted answers were treated in the manner[1] explained on the score sheet ( at the end of the test). It was checked that the sum of the marks for the two answers to any question in Part - 1 of answersheet equaled 3, and that the sum of the marks for the four answers to any questions in part - 11, equals 10.

2. **The order of Transcription.**

The transcription[2] of the totals of each page of test were made in the score sheet as per directions of manual.

3. **Verification of Transcriptions and Additions.**

The accuracy of the additions and transcriptions on the score sheet was checked. This was done by adding the scores for each row and comparing the totals with the printed figures in the last column[4].

---

[1] Please see Appendix III- Page 132

[2] Please see Appendix II Page 126 and 132

[4] Please see Appendix II marked Page - 132

### 4. Correction Figure. *

The total scores for six columns were corrected by making slight additions or substitutions as indicated in the score sheet. This correction was made to equalize the popularity of scores.

### METHOD & PROCEDURE.

The study was carried on a sample of 400 teachers ( 200 male teachers and 200 female teachers. Detailed descrip-tion of the sample is given in tables number from 1 to 12 vide appendix I. Data were collected from the different types of schools as detailed in the given table.

No I

| [illegible] Schools. | Schools. | No. of teachers in these schools. | Schools | Teachers | OF TEACHERS. |
|---|---|---|---|---|---|
| Higher Secondary | 14 | 90 | 14 | 151 | 241 |
| Middle Schools | 15 | 90 | 13 | 44 | 134 |
| Montessary & Primary Schools | 4 | 20 | 3 | 5 | 25 |
| TOTAL | 33 | 200 | 30 | 200 | 400 |

---

* Please see Appendix II marked Page 132

## Data for Female Teachers.

Data were collected from primary, middle and higher secondary schools of the ~~two~~ town. Ninety teachers of 14 Girls Higher Secondary Schools took the test. Same number of teachers i.e. 90 from middle schools undergone this test. 20 lady teachers from four primary schools also took part in the test. In this way data from 200 female teachers were collected from 33 schools.

## Data for Male Teachers.

151 teachers of 14 higher secondary schools appeared in the test. 40 teachers of 13 middle schools took the test. Also 25 coming from 3 primary schools took part in the test. In this way 200 male teachers drawn from 30 schools helped in the collection of data.

In this way data from 400 teachers drawn from nearly 60 schools of the Bhopal city, were collected for the study.

Further details of the data are given in the tables given in appendix 1. ( on the following page)

[illegible] on the following table.

TABLE NO II

| S. No. | Description of the Tables. | Table No. | Appendix -1 |
|---|---|---|---|
| 1. | Various schools and the number of teachers drawn from them for a sample | 1 to 4(a) | |
| 2. | Number of teachers having different qualifications | 5 | |
| 3. | Number of science, arts, trained and untrained and other category of teachers - male and female | 6 | |
| 4. | Gradation of teachers - | | |
| | (i) according to pay | 7<br>to | |
| | (ii) age | 11 | |
| | (iii) married and unmarried | | |
| | (iv) haming ph.D. degree | | |
| | (v) Caste | | |

# -: CHAPTER - V :-

## CLASSIFICATION & TABULATION OF DATA.

After scoring aall the 400 answer sheets, value scores were tabulation on the proforma given below. Two separate sheets were used for 200 male and 200 females teachers.

TABLE. A

Value scores of male teachers A-1/A-2 for female teachers.

| | | | | | | | | VALUES | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S. No. | Name | School | Age | Des. LT UDT LECT. | Income | Add. Loca-lity | Caste | T. | E. | A. | S. | P. | R. |
| 1. | 2. | 3. | 4. | 5. | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1. | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | |
| 3to | | | | | | | | | | | | | |
| 200 | | | | | | | | | | | | | |

These raw scores tabulated in Table No. A-1 and A-2 were then classified and tabulated in separate tables given on the following page for each category i.e. male, female, primary school teacher, Middle School teacher and Higher Secondary School Teacher.

NATIONAL INSTITUTE OF EDUCATION
LIBRARY & DOCUMENTATION
Unit (N.C.E.R.T.)
Acc. No. F13064

## TABLE. A III

| S. No. | Theoretical | Economic | Aesthetic | Social | Political | Religious |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. | | | | | | |
| 2. | | | | | | |
| 3 to 200 | | | | | | |

The number of teachers of each category is given below :

Value scores of -

| | | |
|---|---|---|
| 1. | Male teachers | ( N = 200) |
| 2. | Female teachers | ( N = 200) |
| 3. | Upper Divisions teachers - male | Primary school teachers ( N = 113) |
| 4. | Upper Division Teachers - female | |
| 5. | Lower Division Teachers - male | |
| 6. | Lower Division Teachers - female | |
| 7. | Lecturer - male | Higher Secondary School Teachers. ( N = 287) |
| 8. | Lecturer - female | |

GRAND TOTOTAL ( N = 400)

## STATISTICAL PROCEDURE.

After classifying and tabulating the data, value scores were given the treatment as detailed below :-

1. Tabulation of value scores into frequency distribution.
2. Calculation of mean by Assumed Mean Method.
3. Calculation of standard deviation.
4. Calculation of Median and mode for deciding the value systems of different categories of teachers.

**EXAMPLE.**

Calculation of Mean, Median, Mode and Standard deviation of value scores of theoretical value of 400 teachers.

(1)

TABLE NO B(I)

| Class Interval | Frequency f. | X' | fx' | fx'2 |
|---|---|---|---|---|
| 60-64 | 3 | 4 | 12) | 48 |
| 55-59 | 17 | 3 | 51) | 153 |
| 50-54 | 71 | 2 | 142) | 284 |
| 45-49 | 112 | 1 | 112)317 | 112 |
| 40-44 | 131 | 0 | 0 ) | 0 |
| 35-39 | 53 | -1 | -53) | 53 |
| 30-34 | 10 | -2 | -20)<br>)-82 | 40 |
| 25-29 | 3 | -3 | -9 ) | 27 |
|  | N = 400 |  | Efx'235 | Efx$^2$ =669 |

(ii)

Mean* $= AM + CI$

$= 42 + 2.90$

$= 44.90$

AM = Middle point of class interval 40-44 = 42

i = Class interval = 5

$$CI = \frac{\Sigma fx'}{N} = \frac{235 \times 5}{400} = 2.90$$

(iii) Standard Deviation.

$$SD = i\sqrt{\frac{\Sigma fx'^2}{N} - c^2}$$

$$= 5\sqrt{\frac{669}{400} - \left(\frac{235}{400}\right)^2}$$

$$= 5.4$$

(iv) Median of T. Value Scores of 400 Teachers.

Formula @

$$\text{Median} = l + \frac{(N/2 - F)}{fm.}\, i$$

$$\text{Median} = 44.5\ \frac{(200-197)}{112}\ 5 = 45.83$$

---

* Page 36 and 54 - Statistics in Psychology and Education by Garrett.

@ Pp-32-33 - Ibid.

(v)

### Mode of T Value Scores of 400 Teachers.

Mode = 3 Median - 2 mean

= 45.83 x 3 - 2 x 44.90

= 47.69

In a similar way mean, median, mode , S.D. were calculated for Economic, Aesthetic, Social, Political and Religious values of 400 teachers.

(~~Please see Appendix~~ ________)

### (vi) Ranking the Mean, Median and Mode of Value Scores of 400 Teachers to find out their Value systems.

In order to find out the value system for the 6 values of 400 teachers, the figures obtained for the central tendencies i.e. mean, median and mode were arranged in discending order of magnitude as shown in the table No. V(I)

TABLE NO. V(I)

[illegible]

| Values. | Mean | Value | Median | Value | Mode. |
|---|---|---|---|---|---|
| T | 44.90 | T | 45.83 | T | 47.69 |
| S | 41.38 | S | 41.30 | S | 41.435 |
| P | 41.24 | P | 41.25 | P | 41.276 |
| E | 38.08 | A | 38.25 | A | 38.85 |
| A | 37.95 | E | 37.69 | E | 36.93 |
| R | 36.58 | R | 36.64 | R | 36.77 |

From the table overleaf it can be seen there exist three sets of values :

(1) T. S. P. E. A. R. - Arranged according to means.

(ii) T. S. P. A. E. R. - Arranged according to Median

(iii) T. S. P. A. E. R. - Arranged according to mode

It can be further seen that set No. 2 and 3 are exactly alike. This gives us value system of teachers of Bhopal city.

In a similar way value systems for the following categories were obtained and tabulated as below :-

1) Male and female teachers.

ii) Primary and Secondary School teachers.

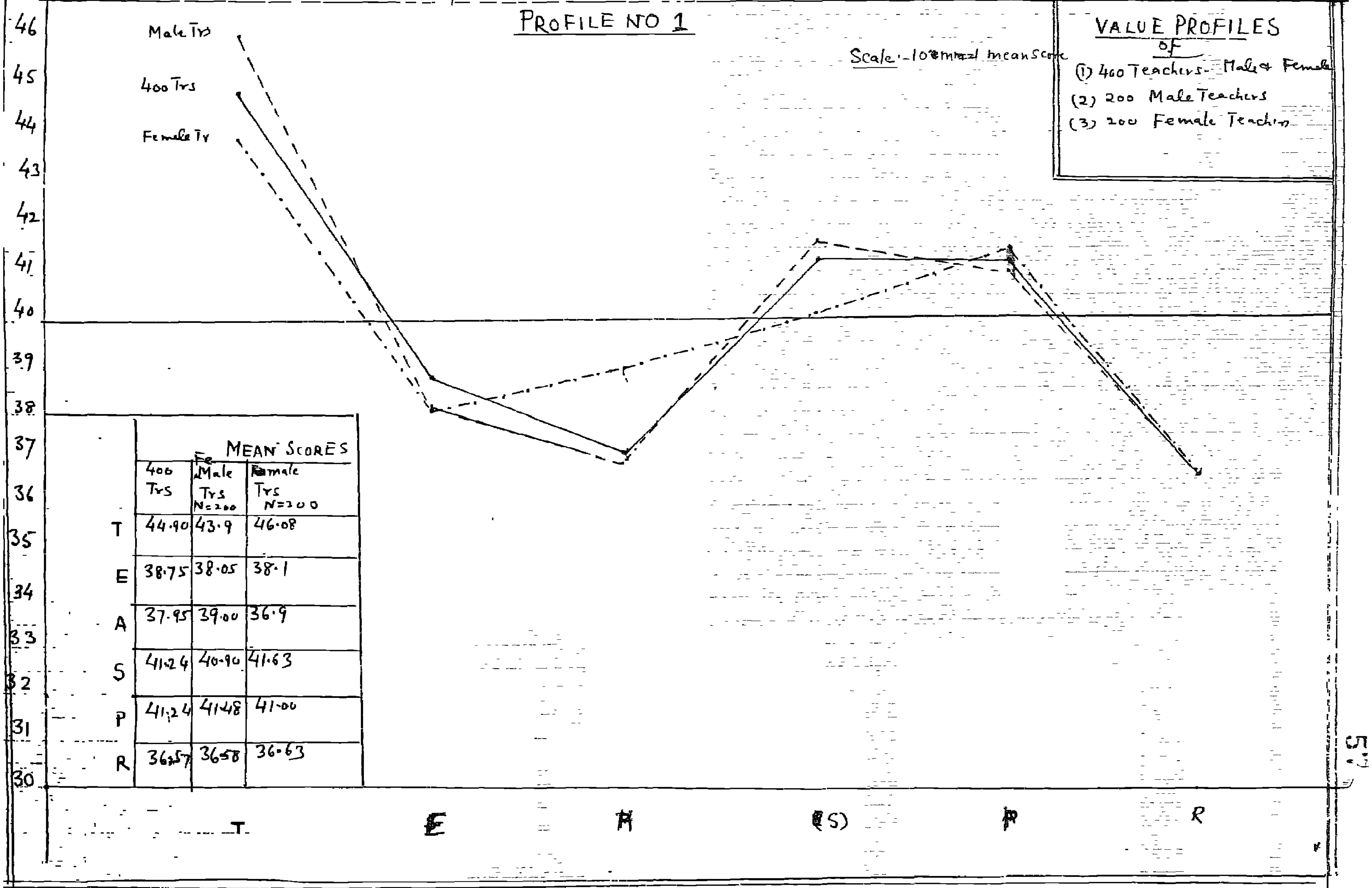
TABLE NO. VII *

| S. No. | Category | Value systems | | | | | | Reasons for accepting the system. |
|---|---|---|---|---|---|---|---|---|
| 1. | 400 Teachers of a sample | T | S | P | A | E | R | Arrangement of Mode and Median value same. |
| 2. | 200 male teachers | T | S | P | E | A | R | Mean and Median value same. |
| 3. | 200 female teachers | T | P | S | A | E | R | Mean, Median and Mode same arrangement. |
| 4. | Primary Sch. teachers. (N=113) | T | R | P | S | A | E | |
| 5. | Higher Sec. Teachers. (N=287) | T | R | S | P | E | A | |

* Please see chapter No. 6 "Extra Findings ." for value systems for Lecturers, Upper Division Teachers and Lower Division Teachers. Table Nos - X, Y, Z pages 93, 94, 96 respectively

# Comparative Study of Means Value Scores

## PROFILE NO 1



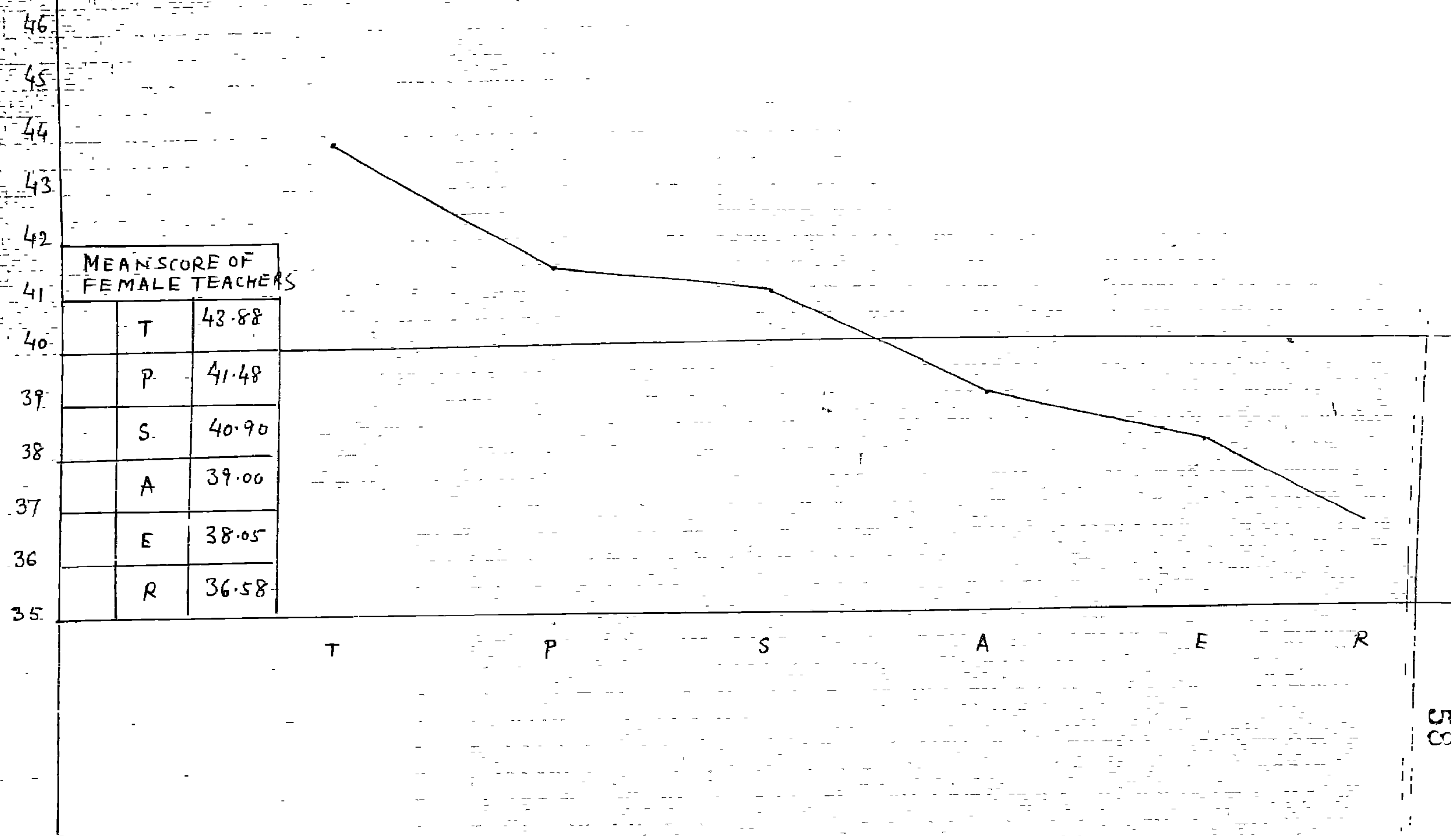
MEAN SCORES

| | 400 Trs | Male Trs N=200 | Female Trs N=200 |
|---|---|---|---|
| T | 44.90 | 43.9 | 46.08 |
| E | 38.75 | 38.05 | 38.1 |
| A | 37.95 | 39.00 | 36.9 |
| S | 41.24 | 40.90 | 41.63 |
| P | 41.24 | 41.48 | 41.00 |
| R | 36.57 | 36.58 | 36.63 |

PROFILE NO2

VALUE SYSTEM OF FEMALE TEACHERS

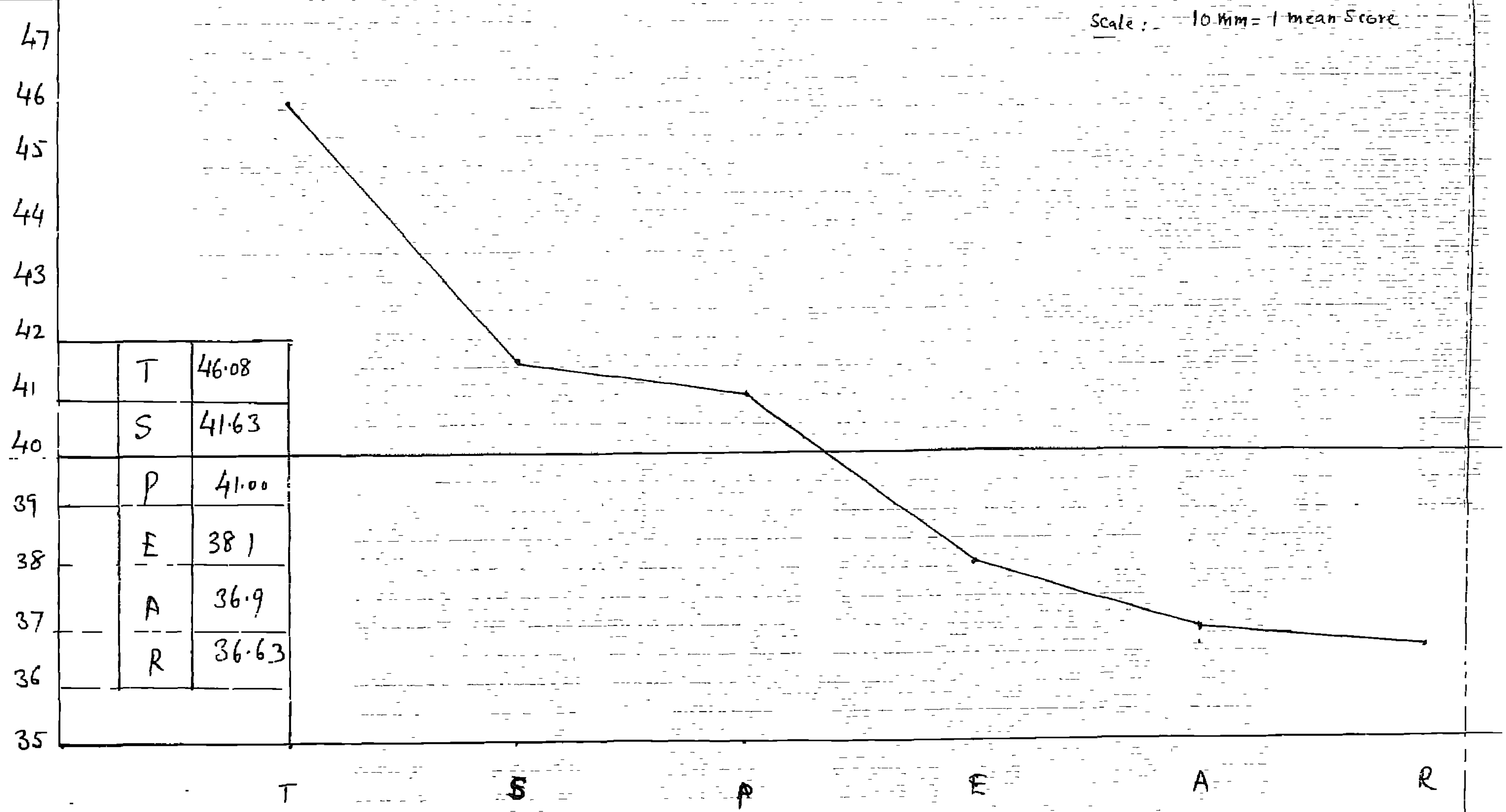
Scale = 1mm = 1 mean Score.



| MEAN SCORE OF FEMALE TEACHERS | | |
|---|---|---|
| | T | 43.88 |
| | P | 41.48 |
| | S | 40.90 |
| | A | 39.00 |
| | E | 38.05 |
| | R | 36.58 |

# PROFILE NO 3 VALUE SYSTEM OF MALE TEACHERS

Scale :- 10 mm = 1 mean score

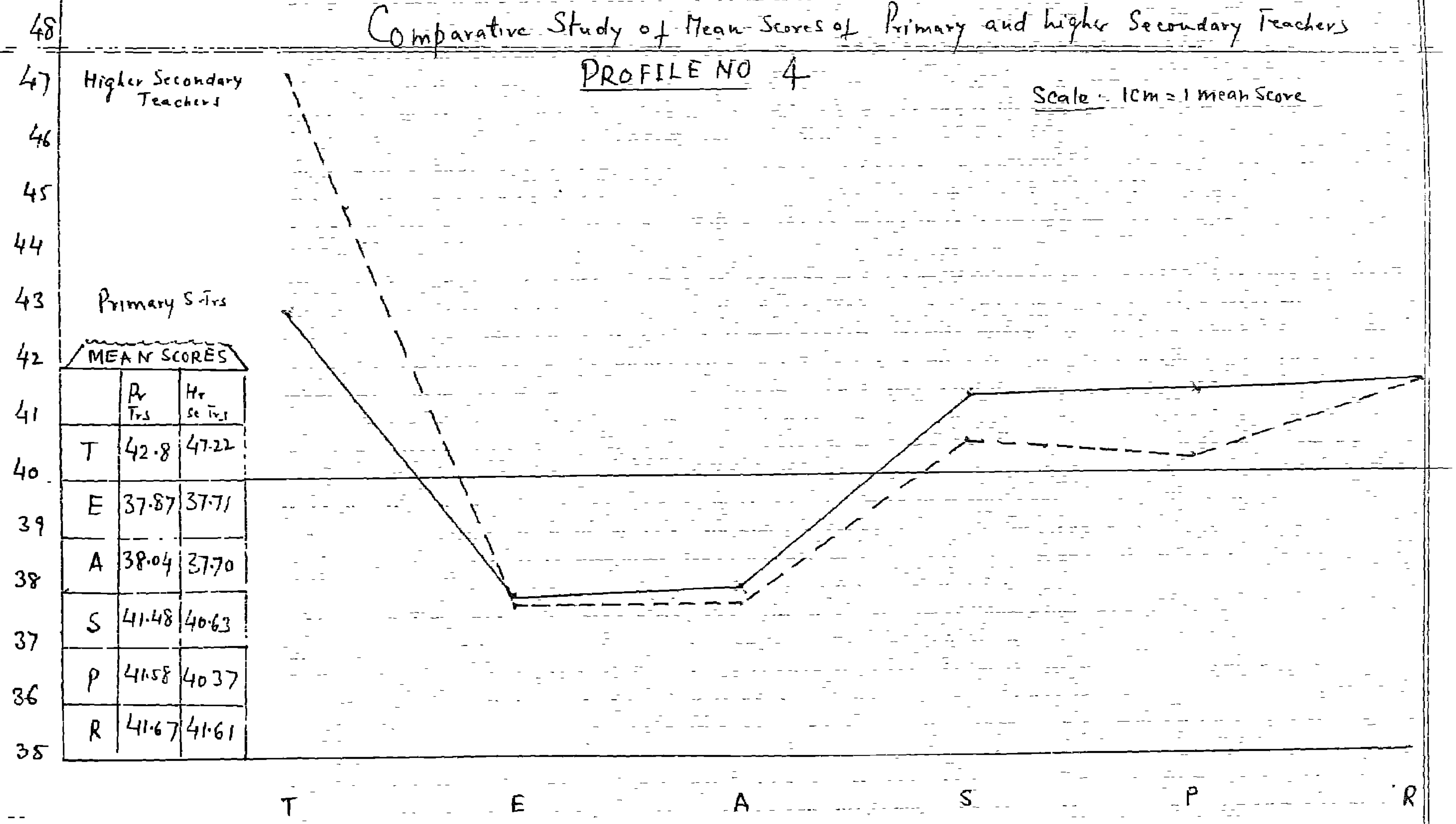


| | |
|---|---|
| T | 46.08 |
| S | 41.63 |
| P | 41.00 |
| E | 38 1 |
| A | 36.9 |
| R | 36.63 |

# Comparative Study of Mean Scores of Primary and Higher Secondary Teachers

## PROFILE NO 4

Scale : 1cm = 1 mean Score

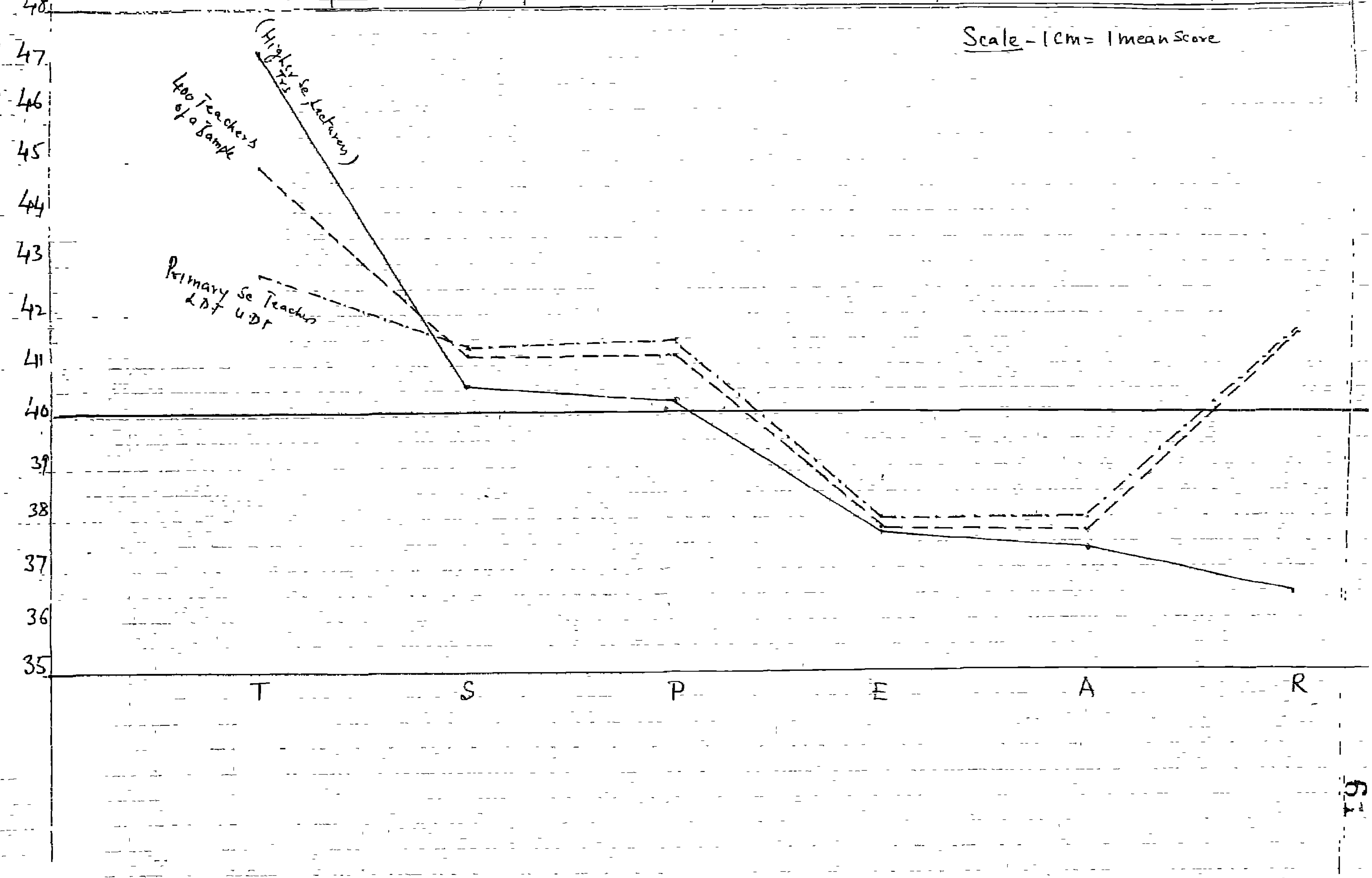


MEAN SCORES

| | Pr Trs | Hr Se Trs |
|---|---|---|
| T | 42.8 | 47.22 |
| E | 37.87 | 37.71 |
| A | 38.04 | 37.70 |
| S | 41.48 | 40.63 |
| P | 41.58 | 40.37 |
| R | 41.67 | 41.61 |

## PROFILE NO 5

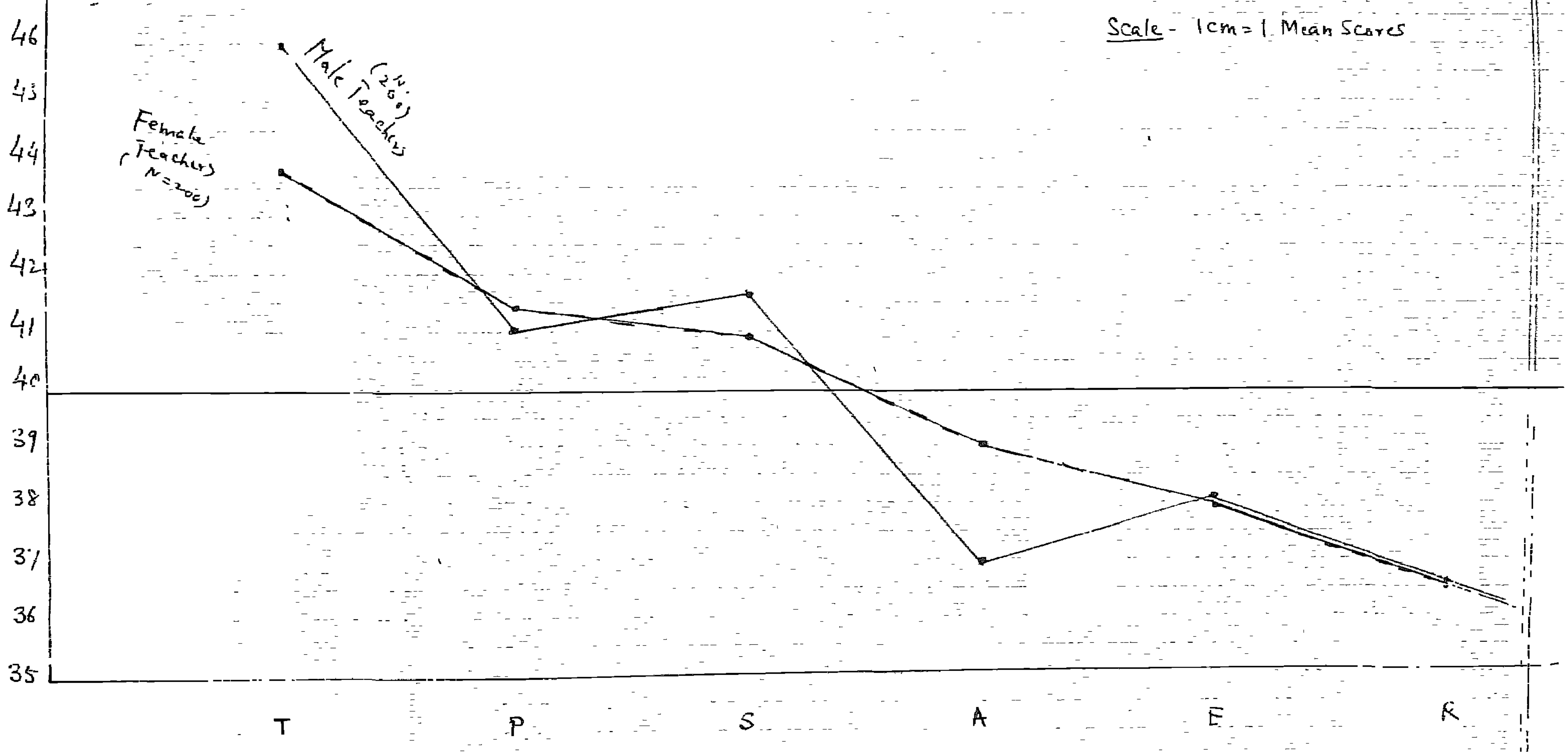
Comparative Study of Mean Scores of Primary Secondary and 400 Teachers (Male Female) Teachers



Scale - 1 cm = 1 mean Score

Showing the Comparision between the Mean Scores of male and female teachers, when plotted according to value system of female Teachers viz (T P S. A E R).

PROFILE No 6



## (vii) Preparation of Value Profiles for Different Groups.

Value 'Profile' for the following groups were prepared on the basis of mean scores and plotted on a graph paper to give a comparative picture :

| | | |
|---|---|---|
| i) | 400 teachers | Profile No. I |
| ii) | 200 male teachers<br>200 female teachers. | " II |
| iii) | Primary and secondary school teachers | " III |

Profiles for the following groups are given in "extra findind's chapter" i.e. Chapter No. 6

1) Lower Division Teachers male/female.
2) Upper Division Teachers male/female.
3) Lecturers male/female
4) Others

### Representation of Value Profiles in Two ways.

(1) When the profiles are drawn according to the value systems.

(2) When profiles are drawn according to the accepted pattern of the system i.e. T. E. A. S. P. R. (as given in the manual).

## (viii) Calculation of Standard Error of the difference between the two independent Means.

Since the means were obtained from different samples they were uncorrelated. Hence the determination of standard Error of the difference between the two means was felt

necessary and the formula given below was used for this purpose.

The formula for the standard error of the difference between un-correlated or independent means is -

$$\phi_D = \sqrt{\frac{\sigma 1^2}{N1} + \frac{\sigma_2^2}{N_2}}$$

Where $N_1$ and $N_2$ = sizes of the two samples.

$\sigma_D$ = Standard error of the difference between the two sample means.

$\sigma_1$ and $\sigma_2$ are the standard deviations of the two samples whose means are to be compared at different levels of significance.

**EXAMPLE.**

Calculation of the standard error of the Difference between the two means of Aesthetic value of male and female teachers.

TABLE NO 5(E)

| Number N | MEAN | Standard Deviations | $M_1$-$M_2$ difference between means | $\sigma_D$ |
|---|---|---|---|---|
| Male Teachers<br>$N_1$ = 200 | $M_1$ =39.00 | $\sigma_1$ =6.06 | 2.10 | .613 |
| Female teachers<br>$N_2$ = 200 | $M_2$ =36.90 | $\sigma_2$ = 6.265 | - | - |

### (ix) Calculation of Critical Ratio.

The critical ratio of the two means was also found by using the formula given below :-

$$CR = \frac{M_1 - M_2}{\sigma_D} = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

S(E)

From the above table difference between the two means is 2.10 and $\sigma_D$ = .613

$$\therefore \quad CR = \frac{2.10}{.613}$$

$$= 3.42$$

In the above formula $M_1$ and $M_2$ are the two sample means which are to be compared.

Standard error is found out to explain the situations where the mean difference was large enough to caste doubt on the null hypothesis.

By the formula - critical ratios for the following groups were also calculated -

1) Male and female teachers.

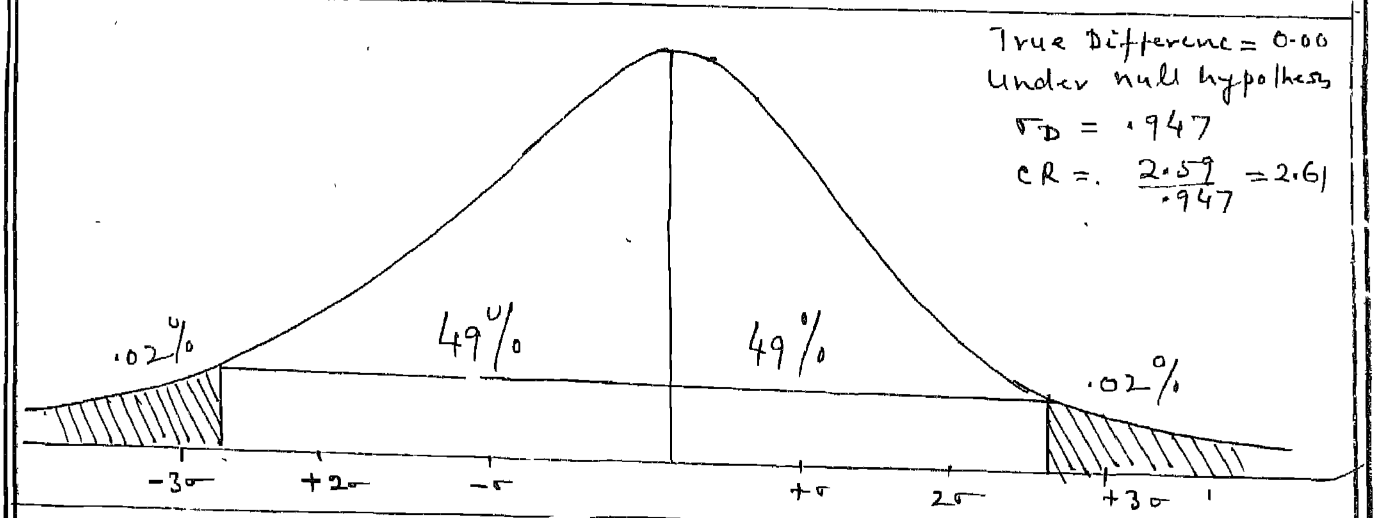
2)* Primary and Secondary School teachers.

---

* Lower Division Teachers male/female.
Upper Division teaches male/female.
Lecturers male/female.

Critical ratios for these are calculated for Extra Findings and are given in the Extra Findings' Chapter.VI

Calculation of 'CR' reduced the obtained mean difference to σ score which enabled to measure it along the base line (fig.) of the sampling distribution of difference. As the sample ( N = 800) is large the distribution of critical ratio became normal distribution arround the true difference between the population means.



For example in the calculation of C.R. of Mean difference between the Male/Female Lecturers for aesthetic value CR = 2.61. From the T able A(Page 446 .- Statistics in Psychology in Education by Garrett). It was seen that 2 x49.53% = 99.06% of the cases in a normal distribution fall between 2.61 σ and only very few .04% cases fall outside these limits, hence the difference was found significant at .01 level.

## Finding the Level of Significance.

### (i) At .05 Level.

When a critical ratio is 1.96 or more, the null hypothesis has been rejected at .05 levels of significance and if C.R. is less than 1.96 null hypothesis has been retained and the critical ratio was declared as insignificant at .05 level.

### (ii) At .01 Level.

The .01 level of significance is more ~~exactly than~~ exacting than .05 level. If the C.R. is found to be 2.58 or more the null hypothesis at the .01 level was rejected and the difference was declared as significant. Reverse was the case when C.R. was less than 2.58. But before it was declared insignificant at .01 level it was caught by .05 level or declared not significant ultimately, if not covered by .05 level.

## ANALYSIS OF DATA.

Following results were obtained from the study. Tables 1,2 etc given in Appendix present the data on which the analysis and conclusions are based.

The data were collected and analysed on the basis of central tendancy. The Mean and Standard Deviation for each value were calculated. Further the data were analysed on the basis of the Difference between the means of the two groups. The Critical Ratio were computed and results obtained. They were presented in tables 1,2

TABLE NO. V(I)

Showing Value systems of Bhopal Teachers.

| Value system of Bhopal Trs. | T. | S. | P. | E. | A. | R. |
|---|---|---|---|---|---|---|
| Mean Scores. | 44.90 | 41.24 | 41.24 | 38.75 | 37.95 | 36.57 |

Table given overleaf shows that -

1) Teachers of Bhopal city placed high emphasis on the the theoretical, social and political values.

2) They gave least emphasis on religious value.

3) Fourth and fifty places were given to economic and aesthetic values respectively.

## TABLE NO. V(III)

Table showing comparison between male and female teachers.

| Value system of 200 female teachers. | | | Value system of 200 ~~Female~~ male teachers. | | ~~Level of significance~~ |
|---|---|---|---|---|---|
| T. | 43.88 | Mean values | T | 46.08 | ~~.01~~ |
| P. | 41.48 | " | S | 41.63 | ~~Insignificant~~ |
| S | 40.90 | " | P | 41.00 | |
| A | 39.00 | " | E | 38.1 | |
| E. | 38.05 | " | A | 36.9 | |
| R | 36.58 | " | R | 36.63 | |

### Comparison between male and female Teachers.

When a comparison between the male and female teachers was made following difference was found in their value system :

i) Both the male and female teachers regarded the theoretical as the area of highest value and religious as the area of lowest value.

ii) Male teachers ranked social value at the second highest while the female placed this value at the third place of their value system. The mean score for the social value i.e. (41.00) is greater than that of female (40.00).

iii) Although the economic value was given the last but one place by the female teachers and the fourth place by the male teachers, yet it is evident from the value score that there is a very little difference between women's score i.e. 38.6 and men's score which is 38.1.

iv). As regards aesthetic value women gave higher preference to it than the males. The mean value for female scores is 39.59 as compared to that of males which is 36.9.

### Comparison between the value system of Primary and Secondary School Teachers.

### TABLE NO. V (II)

| | | | | | | |
|---|---|---|---|---|---|---|
| Value system of Primary School Teachers. (N=113) | T. | R. | P. | S. | A. | E. |
| Value system of Higher Secondary School Teachers. (N = 287) | T | R | S | P | E | A |

From the above table it is seen that both the categories gave equal importance to theoretical value and religious values. While Primary School teachers gave more importance to political and aesthetic values than the Higher Secondary Teachers, the later appeared to possess more social and economic value.

## General Description of Value System.

i) Position of theoretical value is the highest.

ii) Position of religious value is the lowest.

iii) Social and political values either given 3rd place or second place in the value system.

iv) Position and Economic and Aesthetic values remained at the 4th or the 5th place except in the case of female ( N=251) Upper Division Teachers who ranked aesthetic values at the second place. (page 95 - Table 2)

v) Out of the 14 cases political value was given the 3rd place in the value system of 6 cases . (Please see Table No. 7 Extra Finding Chapter No. VI) page 95

vi) Similarly the other values received the placed given below :-

| **Values** | E. | A. | R. | T. | S. | P. |
|---|---|---|---|---|---|---|
| Place | 4th | 5th | 6th<br>(last) | 1st | 2nd | 3rd |

vii) In this way whole picture of the value system emerged as follows :

| **Values.** | T. | S. | P. | E. | A. | R. |
|---|---|---|---|---|---|---|
| Position. | 1 | 2 | 3 | 4 | 5 | 6 |

This sytem concided with the value system of 400 teachers given in the first column of Table No.

viii) In this way value system of Bhopal city teachers may be accepted as T. S. P. E. A. R.

ix) By observing the Mean score of the values

T. S. P. E. A. R.

it is found that mean score of S and P value is equal i.e. 41.24 which shows that the teachers of Bhopal city give equal preference to social and political values.

Next place is given to economic value and last but one and last preference is given to Aesthetic value, and Religious value respectively.

## Description of Value System by means of Bar Digrams (x)Pie Diagrams Drawn. (page 74)

In order to give vivid expression of the result obtained graphical methods have been used. The Bar digrams drawn on Page 72, 73, 74 No. 1, 2, 3@ give a comparative and vivid picture of the different value systems. Each of these six colours represent one, value

Two sets of Bar digrams have been drawn. Bar digram No. 1, 2, 3 shows the value system as follows :-

1) Value system of 400 teachers.
2) Value system of male and female teachers.
3) Value system of primary and secondary school teachers.*

} See Bar, diagrams 1, 2

## Rank Order Correlation amongst the 6 Values of Value system of Male and Female Teachers.

From Table No. R(c) it will be seen that Rank order correlation between values for male N = 200 and female teachers N = 200 was found to be .886, showing substantial agreement between them. Value of P (RHO) is significant at .01 level.

-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-

* By Diagrams of male/female lecturers, Upper Division and Lower Division Teachers are given in the Extra Finding Chapter No. 6

α - Chapter page No - 104

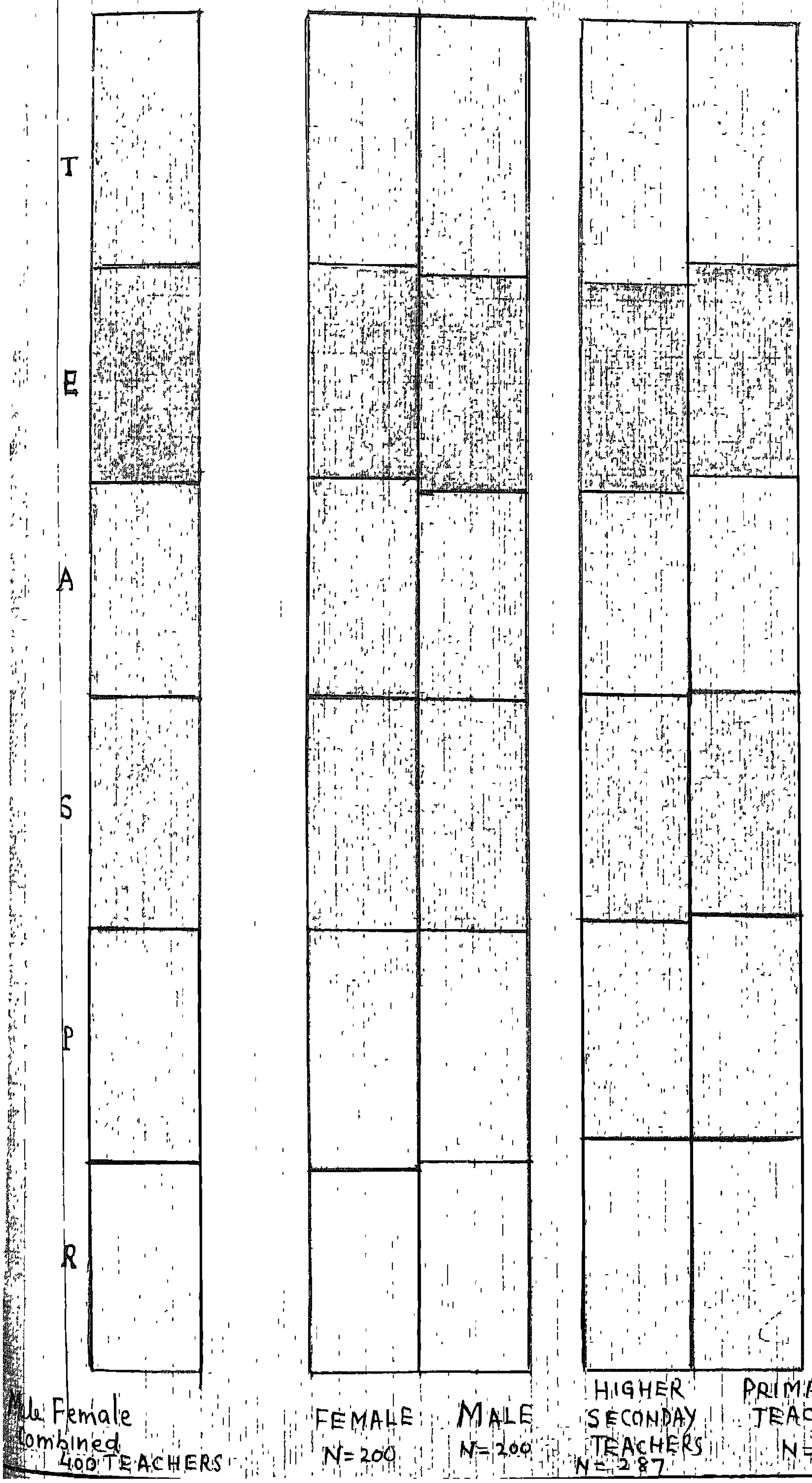
(x) Pie diagram for (i) 400 Teachers (page 74)

@ given in the Extra findings Ch

# BAR DIAGRAM SHOWING COMPARISON OF VALUES OF DIFFERENT CATEGORY OF TEACHERS

NO 1

Scale 1mm = 1.5 SCOR



SCALE
1cm = 10 SCORES (MEAN)

BAR DIGRAM SHOWING COMPARISON OF VALUE SYSTEMS
NO 2

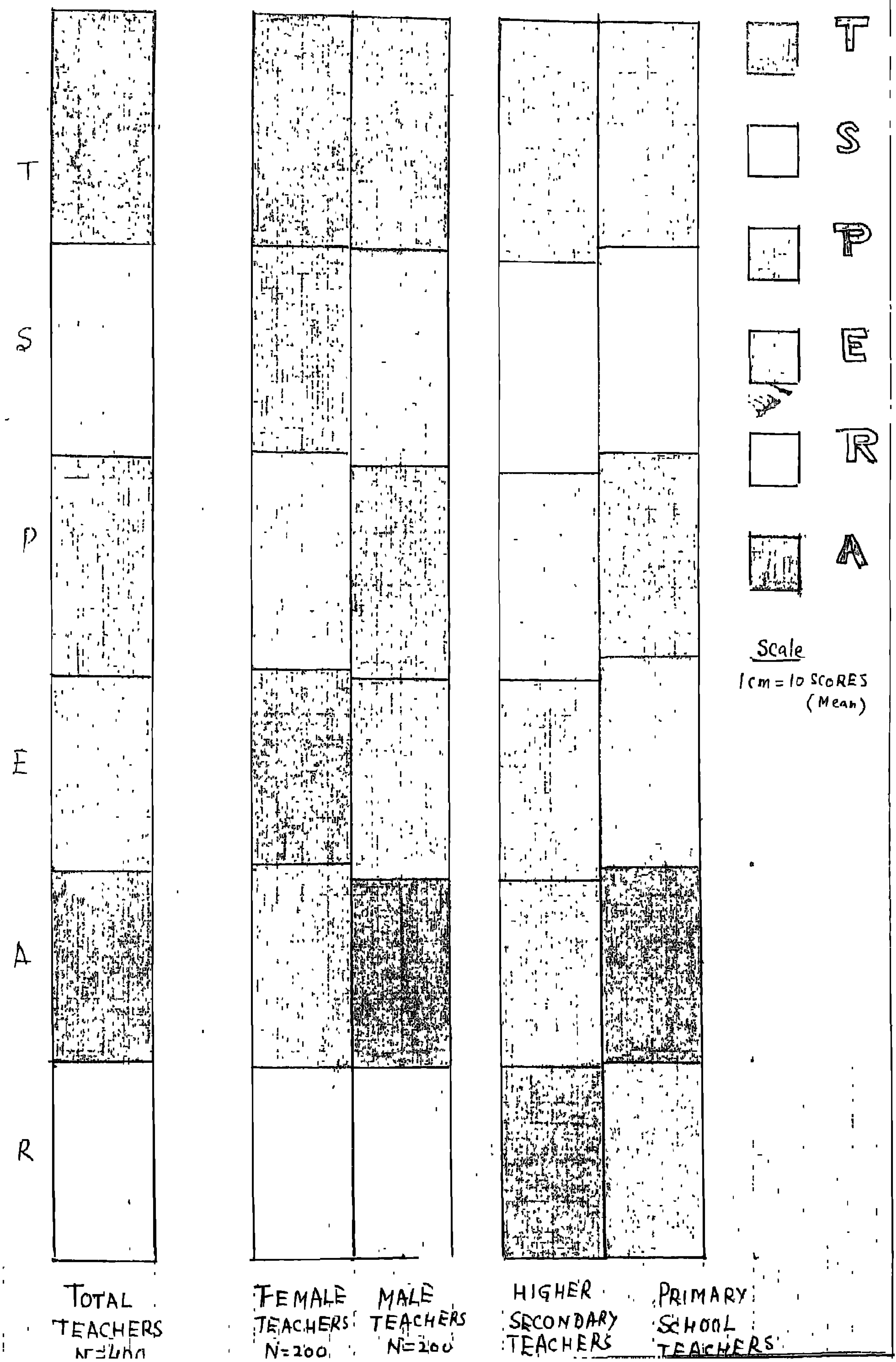
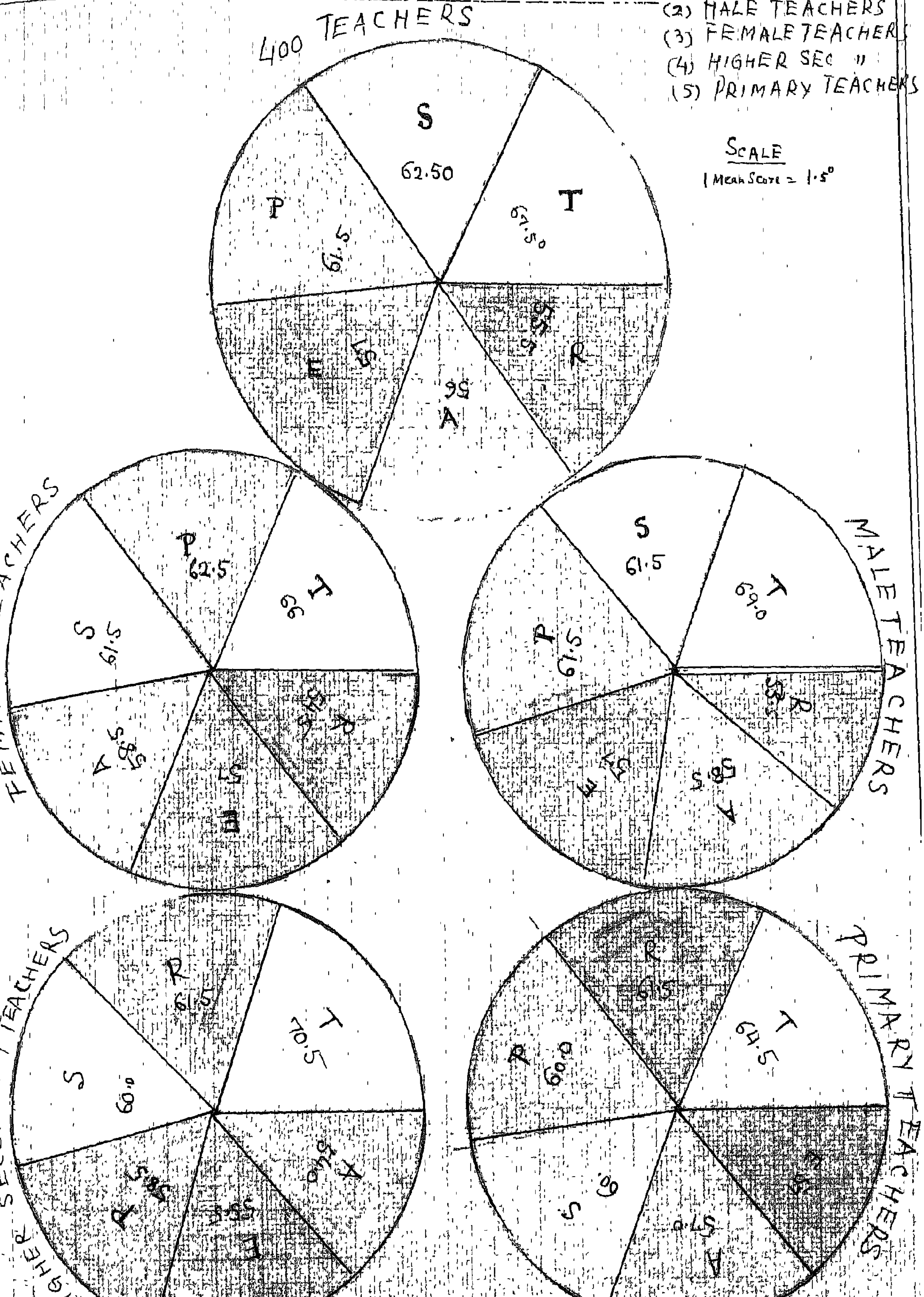


Diagram No 1

# PIE DIAGRAM SHOWING VALUE SYSTEMS OF (1) 400 TEACHRS

(2) MALE TEACHERS
(3) FEMALE TEACHERS
(4) HIGHER SEC "
(5) PRIMARY TEACHERS

SCALE
1 Mean Score = 1.5°



Value profile@ of male and female teachers given according to their value system and according to the prescribed order of values by Allp ort and Vernon gives a comparative picture about the different values. From the profile no: 1 to 7 it is ovserved that the distribution of theoretical, social and political values of both the groups cluster more towards the higher side of the ~~scheme~~ Scale, while those of aesthetic, economic and religious values towards the lower side of the ~~scheme~~ Scale. Both the groups show a slight elevation on the theoretical scale showing interest in the "discovery of truth." In the words of Allport.

COMPARISON BETWEEN THE MEANS.:

In order to find out - whether there is any significant difference in values of male and female teachers, critical values when tested at .01 or .05 levels, only theoretical and aesthetic values were found significant and the rest of the values were found insignificant. For this purpose intra-group comparison of male and female teachers is given on the following page :-

---

@ See profiles of
(1) 400 Teachers
(2) 200 Male and 200 Female Trs } profile No 1 to 7
(3) Primary and Secondary Teachers
(4) Profile of Male Teachers
(5) Profile of Female Teacher

## TABLE NO. I (e,)

## Intra-group comparison of Male and Female Teachers.

| Values. | | Male Trs. | Female Trs. | C.R. | Significant or Insignificant. |
|---|---|---|---|---|---|
| Theoretical | Mean | 46.075 | 43.875 | 3.9 | Significant at .01 level. |
| | SD | 5.44 | 5.85 | | |
| Eco | Mean | 38.1 | 38.05 | .87 | Insignificant |
| | SD | 6.085 | 5.35 | | |
| Aesthetic | Mean | 36.90 | 39.00 | 3.42 | Significant at .01 level. |
| | SD | 6.0625 | 6.265 | | |
| Social | Mean | 41.625 | 40.90 | 1.182 | Insignificant. |
| | SD | 6.225 | 6.10 | | |
| Political | Mean | 41.00 | 41.475 | .807 | Insignificant. |
| | SD | 5.971 | 5.80 | | |
| Religious | Mean | 36.625 | 36.575 | .0181 | Insignificant. |
| | SD | 5.675 | 6.645 | | |

**RESULT.**

Significant difference were found in respect of 2 values i.e. Theoretical and Aesthetic, between male and female teachers of Bhopal city.

### Interpretation & Discussion of Result.

Mean score of male teachers is greater than that of female teachers and the high value of C.R. i.e. 3.9 is significant at .01 level. This shows that the theoretical value of male teachers

is higher than female teachers, although value scores of both the males and females is the greatest, in their own value systems.

## Significant Value of Aesthetic Value.

Female teachers as compared with male teachers showed significant difference on aestheatic value ( C.R. = 3.42) This is the common experience which leads us to expect that woman will on the average be more aesthetic than man. Females have more social restraint which incorporates the basic Indian outlook that the ladies and that too teacher should have. Ladies see highest value in form and harmony in comparison with males. They find chief interest in artistic episodes. Thus males have scored interestingly higher value on theoretical (C.R. 3.9) while ladies have surpassed them on the aesthetic (C.R. 3.42.) ✓

TABLE NO. I(G₂)

Intra-group comparison ~~and~~ betwe n Primary and Secondary School Tr.

| Values. | Higher Sec. School Trs. | Primary Sch. Teachers. | C. R. | Significant or non significant |
|---|---|---|---|---|
| Theo. | 47.221 | 42.810 | 6.65 | Significant at .01 level. |
| Eco. | 37.708 | 37.870 | 0.27 | Insignificant. |
| Aes. | 37.7 07 | 38.040 | 0.53 | " |
| Soc. | 40.630 | 41.478 | 1.23 | " |
| Pol. | 40.37 | 41.581 | 1.90 | " |
| Rel. | 41.61 | 41.67 | 0.082 | " |

From the above table it can be seen that high significant difference exists between Primary and Secondary School teachers, on the theoretical value. By comparing the means it can be seen

## TABLE No. (N)

## COMPERATIVE STATEMENT OF NORMS

| | | Norms found out by the 1971 investigator in Bhopal city M.P. | | | Norms by Kulshsestha | Dr. M.K.Ojha K.G.K. College | | Norms of 126 teachers of Wilson Junior and Senior Public High Schools 1970 |
|---|---|---|---|---|---|---|---|---|
| | | Female male Teachers (1) N= 400 | Male teachers (2) N= 200 | Female Teachers (3) N= 400 | U.P. 1969 (4) N= 400 | Moradabad Male (5) | Moradabad Female (6) | Given on page 14 of Allport Venon Mannual of stores U.S.A. |
| Theoretical | M | 44.90<br>5.4 | 46.08<br>5.44 | 43.87<br>5.85 | 43.38<br>8.26 | 48.32<br>7.54 | 46.4<br>8.52 | 42.10<br>7.40 |
| Economic | M | 38.08<br>5.7 | 38.1<br>6.09 | 38.05<br>5.35 | 40.12<br>7.28 | 45.6<br>9.6 | 44.60<br>6.92 | 41.71<br>7.91 |
| Aesthetic | M | 37.95<br>6.4 | 36.9<br>6.06 | 39.00<br>6.27 | 35.28<br>5.27 | 38.60<br>8.50 | 41.2<br>7.63 | 32.85<br>8.02 |
| Social | M | 41.24<br>6.2 | 41.63<br>6.23 | 40.9<br>6.1 | 46.21<br>9.89 | 65.24<br>10.60 | 65.6<br>11.12 | 37.32<br>5.69 |
| Political | M | 41.24<br>5.7 | 41.00<br>5.97 | 41.48<br>5.8 | 45.00<br>7.01 | 45.00<br>7.10 | 42.8<br>7.48 | 41.32<br>5.78 |
| Religious | M | 36.58<br>5.1 | 36.63<br>5.68 | 36.57<br>6.65 | 42.21<br>7.39 | 45.6<br>9.92 | 46.8<br>8.64 | 44.75<br>7.43 |

TABLE SHOWING COMPERATIVE STUDY OF NORMS

(1) Norms of Bhopal City (a) General (1971)
(b) Male and Female
(2) Norms by Kulshrestha- 1969
(3) Norms By Dr. R.K. Ojha (Year not known
(4) American Norms - 1970

....

that in both the groups theoretical value ranked highest. Still it can be seen that Higher Secondary School teachers give much esteem to the theoretical value in comparison to primary school teachers. The reason for this significant difference can not be explained without further study. It may be due to -

1) Higher qualification.
2) Richer academic environment.
3) Varied and richer social environment.
4) Higher degree of freedom and less domination by higher authorities.
5) Larger scope for experimentation.

On the other hand it can be observed that the mean scores of the remaining values of Primary School Teachers are higher than those of Higher Secondary School teachers. The difference is insignificant, hence nothing can be said authoritatively without further probing.

### Comparison of Norms of Bhopal City Teachers with those of Uttar Pradesh. and U.S.A.

From the comparison of the value norms of M.P. and U.P given in the table no. (CN) it page 78 is observed that :-

1) Comparison between norms prepared by Kulshrestha (1969) mean score of the social, political and religious values was higher than the present norms.

2) Norms prepared by Dr. R.K. Ojha were much higher than the present norms of Bhopal city teachers. All the values show significantly higher difference.

3) Norms of U.S.A. concided with respect to political values whereas religious value is much higher than the Bhopal city teachers.

Above comparison shows that norms at different places in different countries differ. This may be due to various factors known and unknown. But it can be said that importance of religious value in India appears to have decreased conspicuously when compared with other countries.

From the comparison of the value norms of M.P. and U.P. we can within broader limits of comparison say that general inclination more towards social values at the higher end and less towards aesthetic sides which may be seen from their value systems given below :

T. S. P. E. A. R. = Value system of Bhopal.
S. P. T. R. E. A = Value system of U.P.
S. T. E. R. P. A. = Value system of Moradabad, U.P.

This difference may be due to greater emphasis that is being laid on the socialistic pattern of the government in the present democracy. When a nation strives for the social good to strengthen her democracy. The only way for achieving it is to inculcate social values in her masses, during this process some sacrifice has to be made in other values fields. This has happened with the aesthetic value field. Again economics is connecting link between the material good of the society and the cultural and aesthetic standard of the society. Hence it can be seen that the economic value flactuated in between these two extremes.

## DISCUSSION OF RESULTS.

The results dervied from the study of values indicate that the teachers show preferences to different values as follows :-

Value systems of teachers of Bhopal City.

| Values | T. | S. | P. | E. | A. | R. |
|---|---|---|---|---|---|---|
| Mean Score | 44.90 | 41.24 | 41.24 | 38.75 | 37.95 | 36.57 |

A. The teachers of Bhopal city attach greatest importance to theoretical values. This indicates that they characteristically take a cognitive attitude. Allport says that theoretical values indicates interest in what is empirical, critical and rational. This shows they are inclined towards intellectual work. This is expected from a teacher. This attitude towards life has definite influence on his students. Students try to imitate elders and this imitation may also extend to the field of values. A higher inclination towards theoretical value indicates that our teachers prefer to have systematized knowledge and that is true as they belong to the scientific era. This is a healthy indication. Teacher who thinks himself as a student can only learn new systems and appreciate them. He alone can inspire the students and guide them in right direction.

B. Next in order come the social and political values It indicates that the teachers are characteristically interested

in the welfare of the pupils. Teachers having well developed social sense can only understand the students in the present frame of reference i.e. socialism. The teachers can help the students only when he understands them well. A teacher will having social values can deal with the individual differences, and treat them psychologically . Love for social value can also lead our teachers to the sense of devotion to duty and hence, we are not mistaking in being optimistic to have demoted teachers in our country.

It is also not the matter of surprise to find the teachers to give equal importance to political and social values. As such political value could have been given the next place to theoretical value. According to Allport political value indicates satisfaction from power and prestige and having some control over others.

If further research should result in similar findings we may need to revise some notions about the personality motivation of teachers.

Teachers interest in politics and powers is being mentioned as one of the possible causes of deterioration of educational standard. Educationist and political leaders are repeatedly pointing out that teachers should not take active part in politics, but having political values may not lead to deteriorationof standard as indluging in politics in some respects is different from having political values.

Interest in power and political matters is necessary. Teachers are the more educated and qualified section of the society and naturally they have ample time to ponder over the

modern developments. Another reason of political interest of Bhopal teacher may be due to the fact that they are the intellectual persons residing in the capital which is the centre of the political activity. As such it is but natural that social life and policies become intermixed. It would be desirable if the teachers give a higher place to social value over political value.

The fact that teachers scoring higher on political value next to theoretical value may be explained in terms of their pre-adult socialization. Most of the teachers saw the independent period of 23 yrars in their life. Linton (1945) holds that an individual's values are intimately related to his previous experience particularly the experiences he has undergone earlier in the life - during the process of socialisation within the family.

Next importance was given to economic value, in preference to aesthetic and religious values.

As the mean scores of political and social values are same, teacher gave equal importance to these values or it can be said that they gave third place to economic value. Their interest towards economic approach shows that they are oriented to that which is useful and pregmatic. This interest in practical and useful seems to be compatible with the nature of work they have to perform.

Teaching is a profession in which knowledge,( of mathematical and natural science gained by study, experience and practice in the case of science teachers) is transferred to the im-matured minds to be applied for demonstration and

judgement in real situations. The knowledge given to the students should be useful and practical.

The teachers should have a practical attitude. Whatever education gives it should have practical application, unapplied knowledge would be treated as waste, if he possess high economic attitude.

The low value assessment for the aesthetic approach indicates that they take a lesser interest in the artistic episodes of life. The aesthetic attitude is diametrically opposed to the theoretical value, ( Manual of the Studies of Values by Allport Vernon) the former is concerned with diversity and the latter with identities of experience. In the present findings , the theoretical value of teacher emerged as highest. Hence the low value assessment to the aesthetic value is ing general agreement of value pattern.

The lowest place given to religious value by teachers shows that in the present era religion is not helping or proving an obstacle in their way of life and hence they may not be bothered over it.

Secondly, ours is a secular state and hence by making a religion as a tool to achieve political or social motives may not prove very helpful, hence the attachment for religious value is naturally very low.

Inspite of the above characteristics it may be noted that if we think of the role expectancy of the teachers, they require cognitive approach to things. Without taking theis approach teacher can not go deep into the problem and can not effectively impart knowledge.

All teacher wants prestige for the maintenance of his status. He wants to make good human relationship. Teaching helps people to modifying their behaviour through increasing their knowledge and skill.

If at all teachers are have tae high religious values theymay show this trend, if they understand the real meaning of religon. Today most of us are not clear over the religion and religious values. We therefore, can not say anything definitely regarding the effects of having low score for religious value.

The finding that the theoretical value of the present teacher is high, conform to that obtained by other investigators -

i) **Harris** - reported that significantly high theoretical value is found in the students of education.

ii) Allport Vernon and Lindzey also reported high theoretical economic and political values for education students.

iii) Ray Chowdhary found high theoretical value in student teachers and low religious values in teaching group.

## PROBABLE REASONS FOR RELIGIOUS VALUE BEING LOWEST.

Teachers of Bhopal city scored lowest in respect of religious value. Indian history shows that we were more religious and God fearing. After independence, India was declared as secular state. It appears that people miss-understood the meaning of secular state. They think that it means state having no religion. In fact secular state means a state wherein

all are free to practice a religion with such a freedom that it should not interfere with others way of following their own religion. Another cause may be that highly qualified or educated person pretend that they have no faith in religion, but internally they are religious. When calamity false upon them, they realise the presence of Almighty. Otherwise they do not feel the presence of God. Also the younger generation are the person born after independence could not ~~explain the~~ experience the high influence of religious functions as was experienced before independence. Moreover due to scientific developments, industrialization, people of different culture mixed together and exchange their views and thus old faith has given place to new.e Alângwith this many good virtues and values cherised in olden time by the older generationhave disappeared. As persons are busy in day today problems, have very little time to think about religion. They do not find spare time. In social life also, they do not talk over religion but discuss the complexities of daily life. This may be true about our neighbouring countries also. Struggle for independence by East Bengal or "Bengala Desh People" is a clear indication of the fact that peoples values are not governed by religious values only.

People now a days feel that mutual problem, can be solved by remaining secular, by adjusting our behaviour by respecting the culture of different countries. Hence religious values were have gone found in the background.

## SUMMERY AND CONCLUSIONS

In the present study an attempt has been made to find out the value system of teachers of Primary and Secondary School teachers of Bhopal City and to compare the value systems of male and female teachers and Primary and Secondary School teachers. Allport Vennon Lindzey 'Study of values' (Indian adoptation by Shri Kulshrestha in Hindi) has been used as a tool for the collection of data and then to measure the prominence of the six evaluative attitudes in personality.

(A) (i) Findings revealed the picture of the value system of a sample as shown below :-

| | Theretical | Social | Political | Aesthetic | Eco. | Religious |
|---|---|---|---|---|---|---|
| | T. | S. | P. | A. | E. | R. |
| Place | 1 | II | II | III | IV | V |

ii) In the whole system theretical value was rated the highest and religious value was given the lowest rate by the teachers. They are equally social and political. Aesthetic and economic values were given the 3rd and 4th place in the value system.

### B. Comparison between the Two groups.

i) In comparing male and female teachers, male teachers have been found to have significantly higher scores(C.R. = 3.9) on the theoretical value - while female teachers have surpassed themale teachers on the aesthetic side of the scale(C.R. = 3.42)

ii) When the comparison was made between the values of primary School Teachers, and higher secondary Trs later yielded a high significant difference ( C.R. = [illegible] 6.654). in their race of theoretical value.

Now the following questions comes in the mind :-

1. Would it be wise to expect a particular type of value system for our teachers ?

2. How a particular pattern of values could be inculcated in the present teachers ?

3. Will it be sufficient to prescribe a pattern of values for teachers to correct the students ?

4. Should a democratic country force upon the teachers to following up the particular value system ?

But after all the teachers or parents may influence the students to follow a desireable pattern of the values.

Hence, the only choice left is that through curriculum modification pattern of values can be be inculcated. But again the question arises whether such inculcated values would continue to be followed by them in future as the change of values is taking place at every stage and moment due to manifold factors.

In order ~~a~~ to avoid all these possibilities it is suggested that the basic values viz, tollerance, sympathy, sincerity, co-operation, sense of service, social, religious, aesthetic, economic values should be given importance by the teachers. These basic values would produce the required values in the teachers.

The teachers should have more social values and religious values, which develop moral values required for democratic country like India. Hence the teacher should be motivated to be

more social and acquire religious and aesthetic values. Opportunities for developing such values should be provided. In this direction, the school, the society and the government have to play an important role. All these agencies should provide the needful avenues, curricular activities and more appropriate curriculum for the prospective teachers for strengthening desired values.

Spranger the pioneer in the field of study of values had the idea of "mixtures". A person sh-ould have themixture of all these values in an ideal way. He did not imply that a given man belongs exclusively to one or another of these types of values. His depections are entirely in terms of " Ideal Type" a conception fully explained in a 'types of man.'

In a democratic set up, it is necessary that for an ideal citizen, some such ideal types of values are necessary, Which pattern of values would form an ideal type for a democratic country, would require a further research.

Much research is going to be necessary, before we know to what an extent these value systems actually guide the behaviour To some degree people behave as they do , because of social pressures and environmental lamentation i.e. if there are no social roles which permit one to live a life of comtemplation, the person who might prefer that way of life must perforce adopt another. Further we may discover that these national differences may not hold for individuals at all.

The significance of attitude and value for personality study lies in the fact that temperamental and dynamic qualities are integrated into these patterns of perceiving and acting.

As further investigations are carried out, it is likely that, methods will be devised for measuring more successfully these generalised attitudes, values, and way of life which play such an important role in our perceptions of foreign people and governments. Increased understanding of these differences in perceived reality is urgently needed , if we are to achieve communication, mutual understanding and co-operation instead of mutual extinctions.

In the end, it may be pointed out that apart from the conclusions drawn above, a number of interesting findings have been revealed during the course of study. These findings may not be treated as fully representative as they are based upon small samples.

Inspite of a sincere effort, there might may be many more factors left untouched and hence, there is no hesitation in admitting the fact that this is only a preiliminary simple study - which has opened broader avenues for further deep study. Such findings which could not find place in the main body of this study, have been placed in the last chapter " Extra Findings." The object of including these findings is only to show that during my study as I worked deeper and deeper with the problem of values , I could realise the complex nature of the problem and had to put certain limits to my present study. These findings, if tackled properly may provide a fresh approach for the whole problem.

-.-.-.-.-.-

## CHAPTER NO. VI.

## EXTRA FINDINGS.

1: After scoring the 400 Answer Sheets value scores were tabulated seperately for male and female teachers.

2: The data were further classified into value scores of the different category of teachers tabulated below:-

TABLE No. C (D)

Further Classification of data into following category of teachers.

| S.No. | Category | Table No. | Sr. No. | Category | Table No. | Remarks. |
|---|---|---|---|---|---|---|
| 1. | Value scores of male lecturers. | 16 | 10 | Female untrained Science teachers | | Data could have been further classified into number of<br>(1) Kayastha teachers<br>(2) Brahman teachers<br>etc. |
| 2. | Female lecturers | | 11 | Male trained Arts teachers. | | |
| 3. | Male U.D.T. | | 12 | Female trained Arts teachers. | | |
| 4. | Female U.D.T. | | 13. | Male untrained Arts teachers. | | |
| 5. | Male L.D.T. | | 14. | Female untrained Arts teachers. | | |
| 6. | Female L.D.T. | | 15. | Male-Muslim teachers. | | |
| 7. | Male trained Science teachers | | 16. | Female Muslim teachers. | | |
| 8. | Female trained Science teachers. | | 17. | Male Hindu teachers. | | |
| 9. | Male untrained Science teachers | | 18. | Female Hindu teachers. | | |

(3) From the above value scores, Mean, Median, Mode, Standard deviations could have been found out to know the representative scores of each category. But I calculated the Mean scores of the following:-

(i) Male Lecturers.
(ii) Female Lecturers.
(iii) Male Upper Division Teachers.
(iv) Female Upper Division Teachers.
(v) Male Lower Division Teachers.
(vi) Female Lower Division Teachers.
(vii) Hindu Male Teachers.
(viii) Hindu Female Teachers.
(ix) Muslim Male Teachers.
(x) Muslim Female Teachers.
(xi) Trained Male Science Teachers.
(xii) Trained Female Science teachers.
(xiii) Untrained Male Arts Teachers.
(xiv) Untrained Female Arts Teachers.

(4) These mean value scores of the above category of teachers were arranged in descending order of magnitude to find out the value systems of the above 15 categories. The value systems of these 15 categories of teachers have been represented in the adjouning tables (x) (y) & (Z), so that at a glance value systems of two can be compared.

## VALUE SYSTEMS.
## Table No..(X)

| Rank | Value system of Female lecturers. N=31 | Value system of male lectu. N=82. | Female U.D.T. N=5[illegible]. | Male U.D.T. N=48 | Male L.D.T. N=70 | Female L.D.T. N=118 | Hindu Lady teachers N=166. | Hindu Gents N=176 | Muslim Lady teachers N=25 | Muslim male teachers N=15 |
|---|---|---|---|---|---|---|---|---|---|---|
| I | T: 46.16 | T:47.61 | T:43.30 | T:45.33 | T:43.12 | T:45.12 | A:41.13 | T:46.05 | T:44.4 | T:46.30 |
| II | P: 40.98 | S:48.33 | A:40.40 | S:42.63 | P:42.17 | S:41.89 | S:40.93 | S:40.91 | P:42.00 | P:44.00 |
| III | S: 40.07 | P:40.28 | P:40.40 | P: 42.00 | S:41.62 | P:41.28 | P:40.93 | P:40.40 | S:41.60 | S:43.00 |
| IV | A: 39.59 | E:37.91 | S:39.50 | E:37. 03 | A:38.23 | E:38.78 | E:38.05 | E:38.33 | R:37.40 | R:39.00 |
| V | E: 38.06 | A:37.00 | E:39.40 | R:37.00 | E:37.25 | A:37.28 | T:37.90 | R:36.70 | E:37.20 | A:36.00 |
| VI | R: 32.48 | R:36.46 | R:36.20 | A:36.17 | R:36.79 | R:36.29R | R:36.44 | A:36.67 | A:37.00 | E:35.30 |
| | T | T | T | T | T | T | A | T | T | T |
| | P | S | A | S | P | S | S | S | P | P |
| | S | P | P | P | S | P | P | P | S | S |
| | A | E | S | E | A | E | E | E | R | R |
| | E | A | E | R | E | A | T | R | E | A |
| | R | R | R | A | R | R | R | A | A | E |

## Other Value Systems

### TABLE (Y)

| Untrained Science teachers. N= 30. | Male trained Science teachers N= 23. | Untrained Arts teachers Male N=30 | Trained Arts Male teachers N=30 | Science Untrained Female teachers N=11. | Science trained female N=8 | Trained Arts Female N=30 | Untrained Arts female teachers N=30 |
|---|---|---|---|---|---|---|---|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| T: 47.73 | T: 49.34 | T; 43.8 | T: 45.2 | T: 49.35 | T: 51.5 | T:42.7 | T:43.4 |
| S: 39.6 | P: 39.95 | S; 42-9 | P: 37.23 | A: 39.45 | A: 41.75 | P: 41.3 | P: 38.8 |
| P: 38.75 | E: 39.00 | P: 41.63 | S: 38.46 | P: 39.09 | E: 39.5 | S: 40.5 | S: 39.5 |
| E: 38.36 | S: 38.87 | E: 38.7 | A: 41.00 | S: 37.72 | P: 38.00 | A: 40.23 | A: 41.16 |
| R: 37.66 | A: 37.18 | A: 37.13 | E: 42.04 | E: 37.0 | S: 36.75 | R: 37.7 | E: 42.46 |
| A: 36.3 | R: 36.04 | R: 31.1 | R: 35.5 | R: 35.81 | R: 31.12 | E: 37.7 | R: 34.7 |
| T | T | T | T | T | T | T | T |
| S | P | S | P | A | A | P | P |
| P | E | P | S | P | E | S | S |
| E | S | E | A | S | P | A | A |
| R | A | A | E | E | S | R | E |
| A | R | R | R | R | R | E | R |

## Value System of all categories of teachers.

(Table Z)

| Teachers N=400 | Male Trs. N=200 | Female Trs. N=200 | Male lectr N=82 | Female Lectr. N=31 | Male UDT N=48 | Female UDT N=51 | Male LDT N=70 | Female LDT N118 | Sci. trs. trd. male N=23 | Un-trd Arts Trs. Female N=30 | Arts Trd. Trs. Male N=30 | Hindu Trs. female N=166 | Hindu Trs. Male N-176 | Trained Arts Female N=30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| TheO | Theo | Theo | Theo | Theo | Theo | Theo | Theo | Theo | Theo | Theo | Theo | AES | Theo | Theo |
| Soc. | Soc. | Pol. | Soc. | Pol. | Soc. | Aes. | Soc. | Soc. | Pol. | Pol. | Pol. | Soc. | Soc. | Pol. |
| Pol. | Pol. | Soc. | Pol. | Soc. | Pol. | Pol. | Pol. | Pol. | Eco. | Soc. | Soc. | Bol. | Pol. | Soc. |
| Aes | Eco. | Aes. | Eco. | Aes. | Eco. | Soc. | Aes. | Eco. | Sco. | Aes. | Aes. | Eco. | Eco. | Aes. |
| Eco. | Aes. | Eco. | Aes. | Eco. | Rel. | Eco. | Eco. | Aes. | Aes. | Eco. | Eco. | Theo. | Rel. | Rel. |
| Rel | Rel. | Rel. | Rel. | Rel. | Aes. | Rel. | Rel. | Rel. | Rel. | Rel. | Rel. | Ral. | Aes. | Eco. |
| TSPAER (1) | TSPEAR (2) | TPSAER (3) | TSPEAR (4) | TPSAER (5) | TSPERA (6) | TAPSER (7) | TSPAER (8) | TSPEAR (9) | | | | | | |

**RESULT.** Similar value system of

(1) & (8) teachers and male L.D.T.

(2) and (9) )
(4) and (9) ) === (2) (4) (9)-Male Trs.male lec. Female L.D.T.

(3) & (5) .... Female teacher & female lecturer

**Dissimilar Result.**

(6) & (7)

Further classification of data has helped me to apply the main objective in view of the problem, to different categories of teachers and this gave some interesting results. But further classification has reduced the number of teachers in a particular sample.

In the main problem I had the following objectives in view:-

(i) Finding the value system of

(a) Primary & Higher Secondary Lecturers.

(b) Male & Female teachers.

Besides finding above value systems I have also found out the value systems of other 15 categories of teachers as mentioned in the tables X, Y & Z.

In a similar way, value systems of the following can be found out from this collected data :

(1) Teachers residing in the city. Effect of locality

(2) Teachers residing in H.E.L. "

(3) Teachers residing in T.T. Nagar. ( "

**Suggestion for further research:**

For further research a sample may be so choosen that teachers may be drawn from

(1) Village borned.

(2) City borned.

(3) Scheduled Caste and Tribes.

From these tables (X) (Y) (Z) the value systems of various categories can be compared in respect of preferences given to different values but they cannot be taken as correct assessment of value systems except in

in the case of Hindu- Male ( N=176) and Hindu Female Teachers ( N=160) whose Number is sufficiently large. In the case of other categories their results cannot be taken as authentic as various known and unkwown , controlled, uncontrolled factors might have brought these result.

### Suggestion for further research.

A large sample of each category ~~kks.~~ i.e. more than N=100 may be taken to study the value system by controlling the various factors which effect the value system.

### (5) Comparison of value systems:

### (i) Comparison between Hindu Male and Female teachers.

### Value System.

| | | | | | | |
|---|---|---|---|---|---|---|
| Hindu Female teachers. N=166 x | A | S | P | E | T | R |
| | 41.13 | 40.93 | 40.93 | 39.05 | 37.94 | 36.44 |
| Hindu Male teachers N=176 | T | S | P | E | R | A |
| | 46.05 | 40.91 | 40.40 | 38.33 | 36.70 | 36.67 |

From the above table following observation s can be made:

(a) Hindu male and female teachers gave equal emphasis to political, economic and social value.

(b) While Hindu females gave the expected highest preference to Aesthetic value their counterparts gave the last preference to the aesthetic value.

(c) Hindu male teachers ranked the theoretical value at the first place and the females gave it last but one preference.

In a similar way conclusions in respect of value systems of other categories can be drawn.

(6) How the picture of value system of 400 teachers emerged from the value systems of teachers of different categories?

General Observation: From the tables ( X, Y, Z), general observation can be made as under:-

(i) Position of Theoretical value is the highest.

(ii) Position of Relegeous value is the lowest.

(iii) Social and political values either are given the third or the second place in the value system.

(iv) Position of E and A remained at the fourth or at the fifth place except in the case of (51) Female U.D.T. who ranked aethetic value at the second place -

(v) Out of the 19 value systems, in majority of cases political value has been given the third place in the value systems of different category of teachers.

From the above observation it follows that following places were received by the six values in general.

| Theo | Soc. | Pol. | Eco. | Aes. | Rel. | |
|---|---|---|---|---|---|---|
| 1st | 2nd | 3rd | 4th | 5th | 6th | (Last). |

(VI) In this way whole picture of the value systems emerged as follows:-

| T | S | P | E | A | R |
|---|---|---|---|---|---|
| I | II | III | IV | V | VI |

(vii) This system conceded with the value systems of 400 teachers given in the previous chapter.

(viii) In this way value systems of Bhopal city may be declared as The, Soc, Pol, Eco, Aes, Rel.

Under the second objective of the problem I was required to find out whether there is any significant difference in the values of

(i ) Male and female teachers.

(ii) Primary and Secondary Teachers only.

But I have also tried to investigate into the significant difference in the values of

(i ) Male lecturers and femalo lecturers.

(ii) Male Upper Division Teachers and Female Upper Teachers.

(iii) Male Lower Division teachers and female Lower Division Teachers.

For this purpose the cretical Ratio of the difference between the two samples means was tested to be significant or insignificant at .01 or .05 level of significance

Intra group comparison of the values of the above groups are tabulated below:

## Intra-Group Comparison of values of male lecturers and female lecturers.

Table No.....I(e3)

| Value | Male lecturers. | Female Lecturers | CR. | Significant or not. |
|---|---|---|---|---|
| Theo | M: 47.61 | 46.16 | 1.07 | Insignificant. |
| | O: 5.23 | 6.89 | | |
| Eco. | M: 37.914 | 38 | .5 | Insignificant. |
| | O: 5.1042 | 5.47 | | |
| Aes. | M: 37.00 | 39.59 | 2.59 | Significant at .05 level. |
| | O: 5.55 | 4.385 | | |
| Soc. | M: 40.83 | 40.07 | .65 | Insignificant. |
| | O: 6.396 | 5.18 | | |
| Pol: | M: 40.275 | 40.98 | .321 | Insignificant |
| | O: 5.75 | 6.05 | | |
| Rel. | M: 36.46 | 32.48 | 2.7 | Significant at .05 level. |
| | O: 6.195 | 7.28 | | |

**Result:** Significant difference was found in respect of aesthetic and relegious values between the male lecturers and female lecturers.

The male lecturers have scored significantly higher on relegious value ( CR = 2.7) while the ladies have expectedly rated more than male lecturers in respect of aesthetic value.

From the Table No.7 page 118 it is found that age range of most of the lecturers (Male) fall between the age limit of (30-40) or above, hence they become relegious due to

the advancement of age and most of them are married. While in the case of ladies there is less number of ladies who are above 30 years of age and number of them are unmarried. The same factor might have helped the ladies to give much importance to aesthetic values than male lecturers.

Reason of Gents being more relegious than females.

Most of the females in the sample are below 35 years ( Table No. 7) Major portion of their life has seen the independence period after freedom ladies got equal opportunities in several affairs with men. They are getting free education and are becoming more social. So many social bindings , blind traditions, tabooes, have thus been withdrawn so that they are getting less time to devote towards the relegion. On the other hand due to equal opportunities gents have to discharge traditional social, relegious responsibilities hence they are to become relegious .

(B) Intra-group comparison of values between male U.D.T. and female U.D.T.

TABLE No.....I(94)

| Values | Male UDT | Female UDT | CD | Significant or Insignificant. |
|---|---|---|---|---|
| Theo | M: 45,33 | 43.80 | 1.148 | Insignificant. |
| | O: 6,98 | 6.226 | | |
| Eco. | M: 37.425 | 39,40 | 1.807 | Significant at .05 level. |
| | O: 5,11 | 5.85 | | |
| Aes. | M: 36.17 | 40,40 | 2.35 | Significant at .05 level. |
| | O: 6,57 | 7.1 | | |
| Soc. | M: 42.625 | 39,50 | 1.46 | Insignificant. |

| | | | | |
|---|---|---|---|---|
| Pol. | M: 42.0 | 40.40 | 1.328 | Insignificant. |
| | O: 5.69 | 6.31 | | |
| Rel: | M: 37.0 | 36.20 | .643 | Insignificant. |
| | O: 5.0875 | 7.50 | | |

**Result:-** Significant difference found in respect of economic and aesthetic value between male U.D.T. and female U.D.T.

The female U.D.T. score higher on the side of economic and aesthetic value and have differed significantly from the male U.D.T. The males stood higher than female U.D.T. in respect of social value.

Males have scored higher than females in respect of political value.

Table 'C' [(९५)

Intra group comparison of values between male and female lower division teachers.

| Values | Male L.D.T. | Female L.D.T. | CR | |
|---|---|---|---|---|
| Theo | M: 43.15 | 43.115 | .046 | |
| Eco. | M: 38.78 | 37.25 | 1.672 | Ladies are socially closure to gents. |
| Aes. | M: 37.28 | 38.225 | 1.07 | |
| Soc. | M: 41.85 | 41.62 | .266 | No significant difference found in all the values of male & female L.D.T. |
| Pol. | M: 41.28 | 42.169 | .987 | |
| Rel. | M: 36.28 | 36.79 | .586 | |

Result: No significant difference in values exist between male and female L.D.T.

(8a) After making intra-group comparison of values between make, female, L.D.T. U.D.T. Lecturers the significant differences found in respect of certain values are tabulated below to give the whole picture:-

Significant difference found bwteen different groups on six value variables.

**Table No.** $I(e_6)$

| S.No. | Groups compared. | Significant difference found in values. |
|---|---|---|
| 1- | Male & Female teachers<br>N= 200 | Theo. & Pol. |
| 2- | Male & Female Lecturers<br>N= 82 N= 31 | Aes. & Rel. |
| 3- | Male & Female Upper Div.T.<br>N=48 N=51 | Eco. & Aes. |
| 4- | Male Lower div.Teachers<br>N=70 &<br>Female Lower Div.teachers<br>N= 118 | Do not differs significantly on any value variable. |
| 5- | Primary & Higher Secondary teachers , | Theo. |

From the above table, it is found that values of the above groups do not differ from one another excepting that , these groups differ significantly in one or two values in thr group No.4 they do not differ significantly at all. In other words, critical ratios of the differences between the means shows that except on theoretical and political all other four values fail to differentiate between the two groups of male and female teachers and similarly in other cases.

## (9) Finding the rank order corelation amongst values.

Next the six values were ranked according to mean for the nine groups and rank order co-relation were found out between nine sets of values of different combinations of groups as given in Table No. R(c) given below:-

TABLE No. R(c)

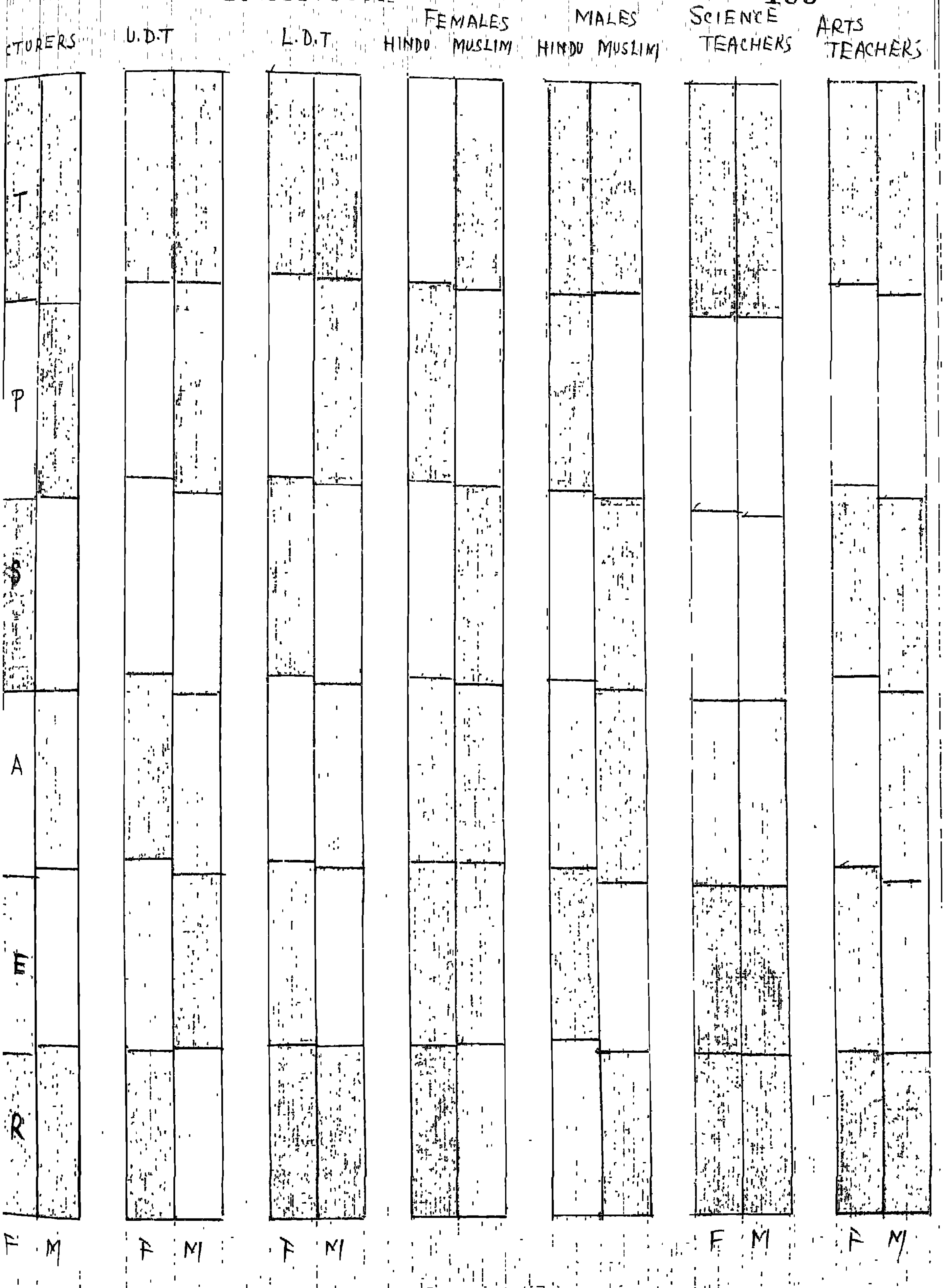
Rank Order Co-relation between values for different groups.

| S.No.<br>1 | Groups compared.<br>2 | Rho. Rank order Co-relation.<br>3 |
|---|---|---|
| 1. | Male L.D.T. & Female L.D.T. | .886 |
| 2. | Male U.D.T. & Female U.D.T. | .724 |
| 3. | Male Lecturers & Female Lecturers | .886 |
| 4. | Male teachers & Female teachers | .886 |
| 5. | Male L.D.T. & lecturers | .943 |
| 6. | Female L.D.T. & Female lecturers | 1 |
| 7. | Male L.D.T. & Male U.D.T. | .943 |
| 8. | Female L.D.T. & Female U.D.T. | .830 |
| 9. | Male U.D.T. Male lecturer | 1 |
| 10. | Female U.D.T. Female lecturer | .82 |

Note:- From table 25, page 201 of Garrett Statistics, all the above values are found significant.

The above table indicates that there is substantial agreement between male lower division teachers and female lower division teachers, male U.D.T. and female U.D.T., male lecturers and

BAR DIAGRAM NO 3



BAR DIAGRAM SHOWING COMPARISON BETWEEN DIFFERENT CATEGORY

similarly other groups. All the values of Rho. are significant either at .01 or .05 level.

(10) Preparation of Value Profiles. of the followings

In addition to preparation of value profiles for

(i) Male, female teachers.

(ii) Primary and Secondary teachers.

I also prepared the value profiles of the other category of teachers as follows:-

(1) Male & Female lecturers.

(2) Male and female Upper div.teachers.

(3) Male and female lower division teachers.

(4) Hindu male and female teachers.

Note.
See chapter V.
for value profiles
No 1 to 7

(11) Preparation of bar-diagrams.

Bar- diagrams of the above categories have also been prepared to have a comparative picture of the different value systems. (See bar diagram no-3) page 105

(12) Interpretation of value profiles:-

The distribution of theoratical, social and political values of all the groups cluster more towards the higher side of the scale while those of aesthetic and relegious values, more towards the lower side of the scale. All the groups show a slight elevation on the theoratical scale indicating interest in the discovery of truth ( All Port).

(13) Comparison between the two groups.

(1) Comparison between male and female lecturers revealed that gents have yielded significant pattern of difference in relegious value ( CR=2.7) while the females have rated significantly higher ( CR=2.59) On the expected aesthetic value.

(II) In a comparison of male U.D.T. and female U.D.T. , females have yielded significantly pattern of difference with males on the economic and aesthetic scale, while male U.D.T. rated higher than female in respect of social value.

(III) Significant difference was also found in respect of theoratical value when comparison was made between primary and secondary school teachers and male and female teachers in the previous chapter.

From the above, it is clear that findings in general lead to the conclusion that differences in values do exist between the teachers of different categories.

The question whether these teachers develop these values while in servicing or the candidates possess these Values before entering the teaching profession, this question cannot be answered by the ' mean' of this study alone.

# END.

In the end it may be said that in the area of " Study of Values" I have made a humble beginning. I hope that this work will be elaborated in future, by using a large sample, new tech-niques ( scoring by machine) and strategies in order to know more about the pros and cons of the approach. Only then I may hope to have a correct picture of the value system. The knowledge of the dominent interest, attitude, aptitude found out from various techniques including the study of values, coupled with the knowledge of the palmistry and astrology ( may appear radiculuous at this stage) can help in the vocational guidance, is a matter of research.

In the present situation, we may hope that the knowledge of the value system can help the educator in :-

i) Planning the curriculum.

ii) Planning the co-curricular activities.

iii) Improving the methods of instructions.

iv) Deviseing ways for international understanding and emotional integration.

v) Building of national character.

## SUGGESTIONS FOR FURTHER RESEARCH.

1. The study can be replicated on a larger sample with persons of different professions or on college or university teachers.

2. This study can be made on the student of different branches to find out the correlation of value system of teachers and taught and to find out the effect of values possessed by teachers on

the students.

3. It will be interesting to study the effectiveness of the study of values in focus of the following variables :

i) Age and sex.

ii) Students and teachers co-rrelated.

iii) Socio-economic backgrounds.

iv) Mental Age.

v) Caste.

vi) Income.

vii) Qualifications.

viii) Birth order.

ix) Religion.

x) Married or unmarried.

xi) Widow or widowers.

xii) Husband - wife correlation.

xiii) Education in college and privat~~ion~~e education.

xiv) Status of parents.

xv) Holding any property.

xvi) Environment by department.

xvii) Locality in which school located.

xviii) Home responsibility, number of children, family members, liabilities, having male children or female children only.

xix) Whether Lower Division Teacher, Upper Division Teacher, Lecturer in school /college/university/ or in teachnical field.

xx) Trained - untrained.

xxi) Previous background of service.

xxii) Whether rewarded by Department or rebuked.

4. Compared study in the value system of -

   a) Different countries - communist - democratic.

   b) Different regions in country.

We thus conclude that the field of study of values is very wide and interesting as it forms an important element of human personality.

-.-.-.-.-.-.-.-.-.-.-

# APPENDIX No. I

## Table No. 1 to 12

## DESCRIPTION OF SAMPLE.

Tables showing the -

(1) Various schools and no. of teachers, taken.

(2) Teachers' qualification, locality.

(3) No. of Science, Arts, trained, untrained and other category of teachers.

(4) Gradation of Teachers -

- (i) according to pay,
- (ii) age,
- (iii) married and unmarried,
- (iv) Ph. D.
- (v) Caste.

## TABLE NO. 1

### No. of Female Teachers from different schools.

| S.No. | Name of School | No. of Teachers. |
|---|---|---|
| | **PRIMARY SCHOOLS.** | |
| 1. | Primary School, Jehangirabad | 6 |
| 2. | Pushpa Montessary School | 2 |
| 3. | 1464 Primary School, T.T. Nagar. | 11 |
| 4. | Sarswati Shishu Mandir | 1 |
| | **MIDDLE SCHOOLS.** | |
| 5. | Babeali Middle School | 1 |
| 6. | Samrat Ashoka Middle School | 1 |
| 7. | H.E.L. Middle School | 2 |
| 8. | 1464 Middle School | 1 |
| 9. | Arya Kanya Middle School | 4 |
| 10. | Station Area Middle School | 1 |
| 11. | Girls Middle School, Itwara | 1 |
| 12. | Jahangirabad Girls Middle School | 10 |
| 13. | Victoria Middle School | 3 |
| 14. | Barkheri Middle School | 12 |
| 15. | Deepashikha Middle School | 5 |
| 16. | Girls Middle School, Ginnori | 8 |
| 17. | Sarojini Naidu Middle School | 25 |
| 18. | Sardar Patel Middle School | 15 |
| 19. | Govindpura Middle School | 1 |
| | Total | 110 |

## TABLE NO.2

## No. of Female Teachers of Higher Secondary Schools.

| S.No. | Name of Institutions Higher Secondary Schools | No.of Teachers. |
|---|---|---|
| 1. | Govt. Kamla Nehru Girls H.S.School | 36 |
| 2. | Govt.Hamidia Girls H.S. School | 25 |
| 3. | Govt. H.E.L. H.S.School | 6 |
| 4. | Govt. Kasturba Girls H.S. School | 1 |
| 5. | Govt. W.B.T.I. | 1 |
| 6. | Career H.S. School | 1 |
| 7. | H.E.L. High School | 6 |
| 8. | Demonstration Higher Sec. School attached to Regional College of Education | 2 |
| 9. | St. Francis Higher Secondary School | 1 |
| 10. | Govt. Sultania Higher Sec. School | 5 |
| 11. | Adarsh Higher Secondary School | 3 |
| 12. | Safia Girls Higher Sec. School | 1 |
| 13. | Govt. Girls Higher Sec. School | 1 |
| 14. | Campion Higher Secondary School | 1 |
| | Total | 90 |

## TABLE NO. 3

### No. of Male Teachers - Middle Schools.

| S.No. | Name of the institution | No. of Teachers. | |
|---|---|---|---|
| 1. | Birjisia Middle School | 1 | |
| 2. | 1464 Middle School | 1 | |
| 3. | Sarojini Naidu Middle School | 1 | |
| 4. | Saidia Middle School | 6 | |
| 5. | Habibia Middle School | 6 | |
| 6. | Chandbarh Middle School | 3 | |
| 7. | Sardar Patel Middle School | 2 | |
| 8. | Rasidia Middle School | 7 | |
| 9. | Barkheri Middle School | 1 | |
| 10. | Malviya Nagar Middle School | 1 | |
| 11. | Rafiquia Middle School | 5 | |
| 12. | Central Jail Middle School | 2 | |
| 13. | Subhsha Middle School | 8 | |
| | | | Total 44 |
| | **PRIMARY SCHOOLS.** | | |
| 14. | Habibia Primary School | 2 | |
| 15. | Chandbarh Mrimary School | 1 | |
| 16. | Chhola Primary School | 2 | |
| | | | Total 5 |
| | Total | | 49 |

## TABLE NO. 4.

| S.No. | Higher School Schools. | No. of Male Teachers |
|---|---|---|
| 1. | Subhash Higher Secondary School | 15 |
| 2. | Hamidia Girls Higher Sec. School | 4 |
| 3. | Adarsh Higher Secondary School | 9 |
| 4. | Hamidia Boys Higher Sec. School | 20 |
| 5. | Kamla Nehru Girls Higher Sec. School | 2 |
| 6. | Shahjahanabad Model " " " | 27 |
| 7. | Maharana Pratap Higher Sec. School | 23 |
| 8. | Board's Model Higher Sec. School, T.T.Nagar | 7 |
| 9. | Demonstration Higher Sec. School | 7 |
| 10. | Station Area Higher Sec. School | 13 |
| 11. | Saifia Higher Sec. School | 8 |
| 12. | Jehangiria Higher Sec. School | 8 |
| 13. | Sultania Girls Higher Sec. School | 3 |
| 14. | Higher Sec. School H.E.L. | 5 |
|  | TOTAL | 151 |

## TABLE NO. 5.

| Qualifications. | Male Teachers. | Female Teachers. | Total |
|---|---|---|---|
| M.Sc. | 31 | 7 | 38 |
| M.A.Bed. | 28 | 39 | 67 |
| B.A. | 27 | 42 | 69 |
| M.A. | 20 | 20 | 40 |
| B. A. B. Ed. | 15 | 22 | 37 |
| B. Sc. B. Ed. | 13 | 8 | 21 |
| Intermediate | 13 | 24 | 37 |
| M. Sc. B. Ed. | 9 | 1 | 10 |
| M. A. (2) B. Ed. | 6 | 2 | 8 |
| B. Sc. | 6 | 3 | 9 |
| M.Sc. M. Ed. M.A.(3) | 4 | - | 4 |
| B. Sc./M.Sc./ M.Ed. | 3 | - | 3 |
| B.Sc./M.A./B.Ed. | 3 | 1 | 4 |
| B.Sc. (Agr.) | 3 | - | 3 |
| M.Sc. M.A. M. Ed. | 2 | - | 2 |
| M.Com. B. Ed. | 2 | - | 2 |
| M.A. Ph. D. | 2 | 3 | 5 |
| M.A. M. Ed. | 2 | 2 | 4 |
| Sangeet Ratna | 1 | - | 1 |
| M. A. B. Com, B.T. | 1 | - | 1 |
| H.S.S. | 1 | 6 | 7 |
| Trained Middle | 2 | - | 1 |
| Vidya Vinodini | 1 | 1 | 1 |
| B.A. M. Ed. | - | 2 | 2 |
| Craft Trained | - | 1 | 1 |
| TOTAL | 200 | 200 | 400 |

## TABLE NO. 6

## SPECIAL FEATURE OF QUALIFICATIONS OF TEACHERS.

| | MALE | | FEMALE. | |
|---|---|---|---|---|
| Science Teachers | 74 | | 20 | |
| Arts Teachers | 126 | 200 | 180 | 200 |
| Trained | 87 | | 75 | |
| Untrained | 113 | 200 | 125 | 200 |
| M. Ed. | 8 | | 4 | |
| Ph. D. | 2 | | 3 | |
| M. Sc. | 31 | | 7 | |
| M. Sc. B.Ed. | 9 | | 1 | |

## TABLE NO. 7

## AGE RANGE OF TEACHERS.

| Age Range | Gents. | Ladies. | Age Range | Gents. | Age Range | Ladies. |
|---|---|---|---|---|---|---|
| Below 20 years | 1 | 1 | 30-40 | 116 | 20-30 | 97 |
| 20-30 | 61 | 97 | 20-30 | 61 | 30-40 | 87 |
| 30-40 | 116 | 87 | 40-50 | 21 | 40-50 | 14 |
| 40-50 | 21 | 14 | Below 20 | 1 | below 20 | 1 |
| 50-55 | 1 | 1 | above 50 | 1 | above 50 | 1 |
| Total | 200 | 200 | | | | |

## TABLE No. 8

## No. of different category of Teachers.

| Category of Teachers. | Gents. | Ladies | | Total ladies | Total Teachers. |
|---|---|---|---|---|---|
| | | Married | Unmarried | | |
| Lower Division Teacher | 72 | 91 | 27 | 118 | 190 |
| Upper Division Teachers | 48 | 37 | 12 | 49 | 97 |
| Lecturers. | 80 | 27 | 6 | 33 | 113 |
| Total | 200 | 155 | 45 | 200 | 400 |

## TABLE NO. 9

### Number of Teachers drawn from different category of Schools.

| Schools | LADIES. | | GENTS. | | |
|---|---|---|---|---|---|
| | Number | No. of Teachers. | No. of Schools. | No. of Teachers. | No. of Teacher. |
| Higher Sec. | 14 | 90 | 14 | 151 | 241 |
| Middle Sch. | 15 | 90 | 13 | 44 | 134 |
| Montessary Schools & primary | 4 | 20 | 3 | 5 | 25 |
| TOTAL | 33 | 200 | 30 | 200 | 400 |

## TABLE No. 10

### Income Range of Teachers.

| Income Range | Male Teachers. | Female Teachers | Total. |
|---|---|---|---|
| 100-200 | 23 | 47 | 70 |
| 200-300 | 72 | 107 | 179 |
| 300-400 | 41 | 18 | 59 |
| 400-500 | 36 | 26 | 62 |
| 500-600 | 28 | 2 | 30 |
| TOTAL | 200 | 200 | 400 |

## TABLE NO. 11.

### Classification of Respondents according to Castes.

| S.No. | Caste. | No. of Ladies. | No. of Gents. | Total. |
|---|---|---|---|---|
| 1. | Brahmin | 62 | 61 | 123 |
| 2. | Kayastha | 44 | 48 | 92 |
| 3. | Other caste | 38 | 23 | 61 |
| 4. | Muslim | 25 | 16 | 41 |
| 5. | Vaisya | 12 | 27 | 39 |
| 6. | Christian | 6 | - | 6 |
| 7. | Bengali | 5 | 2 | 7 |
| 8. | Thakur | 2 | 14 | 16 |
| 9. | Punjabi | 2 | 3 | 5 |
| 10. | Sikh | 2 | 2 | 4 |
| 11. | Sindhi | 1 | 3 | 4 |
| 12. | Madrasi | 1 | - | 1 |
| 13. | Chatriya | - | 1 | 1 |
| | Total | 200 | 200 | 400 |

| | |
|---|---|
| Hindus | 353 |
| Muslims | 41 |
| Christian | 6 |

## TABLE NO. 12.

## RANKING OF VALUES.

(showing the higher and lower limits of 6 values scores of male,female Trs.)

| Values. | Male Teachers Scores. | Values | Female Teachers. | Values | Male Teachers. | Values | Female Teachers. |
|---|---|---|---|---|---|---|---|
| T. | 30-62 | T. | 30-61 | T. | 30-62 | T. | 30-61 |
| S. | 26-57 | E | 24-59 | P. | 27-56 | P. | 28-58 |
| P. | 27-56 | A. | 22-59 | S. | 26-57 | S. | 25-52 |
| E. | 21-56 | P. | 28-58 | A. | 23-51 | E. | 29-59 |
| R. | 19-53 | R. | 20-54 | E. | 21-56 | A. | 22-59 |
| A. | 23-51 | S. | 25-52 | R. | 19-53 | R. | 20-54 |

|  | MALE | FEMALE. |
|---|---|---|
| T. | 30-62 | 30-61 |
| E. | 21-56 | 24-59 |
| A. | 23-51 | 22-59 |
| S. | 26-57 | 25-52 |
| P. | 27-56 | 28-58 |
| R. | 19-53 | 20-54 |

# APPENDIX No II

## Value systems of Teachers of Bhopal City.

| Sr.No. | | Value system | Remarks. |
|---|---|---|---|
| 1. | 400 teachers ( A sample) | TSPAER | ~~Arrangement~~ Medium & Mode same arrangement. |
| 2. | 200 Female teachers | TPSAER | Mean median mode same arrangement. |
| 3. | 200 male teachers | TSPEAR | Mean median same arrangement. |
| 4. | 31 female lecturers | TPSAER | Mean median same arrangement. |
| 5. | 82 male lecturers | TSPEAR | Mean median same arrangement. |
| 6. | 51 female U.D.T. | TAPSER | |
| 7. | 48 Male U.D.T. | TSPERA | |
| 8. | 70 Male L.D.T. | TSPAER | |
| 9. | 118 Female L.D.T. | TSPEAR | |
| 10 | ---------------------------------------- | | |

Result: (1) T Highest

(2) Social & Political 2nd , 3rd place.

(3) Eco. at 4th or 5th place.

(4) Relegious last place.

Table No. $a_1$

**Value system of teachers of Bhopal city.**

Values arranged in Descending order of magnitude

| Value system. | Values | Mean | Values | Median | Values | Mode | SD. |
|---|---|---|---|---|---|---|---|
| All | T: | 44.90 | T | 45.83 | T | 47.69 | 6.35 |
| teachers | S: | 41.24 | S | 41.30 | S | 41.44 | 6.21 |
| of the | ~~Ax~~P: | 41.24 | P | 41.25 | P | 41.29 | 5.73 |
| sample ( N=400) | E: | 38.075 | A | 38.25 | A | 38.85 | 5.67 |
|  | A: | 37.95 | E | 37.69 | E | 36.93 | 5.4 |
|  | R: | 36.57 | R: | 36.64 | R | 36.77 | 5.05 |

TABLE NO $a_2$

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Value | T: | 43.88 | T | 43.50 | T | 42.75 | 6.6 |
| system | P: | 41.48 | P | 41.45 | P | 41.4 | 6.27 |
| of | S: | 40.90 | S | 40.59 | S | 39.97 | 6.10 |
| female | A | 39 | A | 39.26 | A | 39.78 | 5.85 |
| teachers | E | 38.06 | E | 37.8 | E | 37.60 | 5.8 |
| N=200 | R | 36.58 | R | 36.5 | R | 36.4 | 5.35 |

TABLE NO $a_3$

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Value | T | 46.07 | T | 45.79 | T | 45.22 | 6.225 |
| system | S | 41.63 | S | 41.58 | S | 41.49 | 6.08 |
| of male | T | 41.00 | P | 40.90 | P | 40.70 | 6.06 |
| teachers | E | 38.01 | E | 37.55 | A | 37.98 | 5.97 |
| N=200 | A | 36.9 | A | 37.26 | E | 36.45 | 5.67 |
|  | R | 36.62 | R | 36.76 | R | 36.03 | 5.44 |

TABLE NO $a_4$

| Value System | Values | Mean | Values | Median | Values | Mode | SD σ |
|---|---|---|---|---|---|---|---|
| Value | T | 46.16 | T | 45.33 | T | 43.67 | 7.20 — R |
| System | F | 40.98 | S | 40.46 | S | 41.24 | 7.0841 — T |
| of | S | 40.07 | P | 40.125 | R | 41.039 | 6.05 — P |
| Female | A | 39.59 | A | 40.035 | A | 40.925 | 5.474 — E |
| Lecturers | E | 38.6 | E | 36.545 | P | 38.415 | 5.185 — S |
| | R | 32.48 | R | 35.333 | E | 32.435 | 7.567 — A |

TABLE NO $a_5$

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Value | T | 47.61 | T | 48.00 | T | 48.78 | 6.396 — S |
| System | S | 40.83 | S | 40.70 | S | 40.44 | 6.1950 — R |
| of | P | 40.275 | P | 40.07 | P | 39.660 | 5.724 — P |
| Male | E | 37.914 | E | 37.72 | A | 38.29 | 5.55 — A |
| Teachers | A | 37.00 | A | 37.42 | E | 37.332 | 5.232 — T |
| | R | 36.46 | R | 36.275 | R | 36.20 | 5.1042 — E |

TABLE NO $a_6$

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Value | T | 43.80 | T | 43.61 | T | 43.23 | 7.50 — R |
| System | A | 40.40 | A | 41.06 | A | 42.38 | 7.30 — S |
| of | P | 40.40 | P | 40.21 | E | 40.54 | 7.10 — A |
| Female | S | 39.50 | E | 39.78 | P | 39.83 | 6.305 — P |
| U.D.T. | E | 39.40 | S | 39.1 | S | 38.3 | 6.225 — T |
| | R | 36.20 | R | 36.03 | R | 35.69 | 5.85 — E |

Table NO $a_7$

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Value | T | 45.33 | T | 44.83 | T | 43.69 | 6.9814 — T |
| System | S | 42.625 | S | 42.55 | S | 42.40 | 6.5646 — A |
| of | P | 42.00 | P | 42.12 | P | 42.36 | 6.17906 — S |
| Male | E | 37.425 | R | 37.00 | R | 37.00 | 5.68932 — P |
| U.D.T. | R | 37.00 | E | 36.55 | A | 36.14 | 5.1058 — E |
| | A | 36.17 | A | 36.16 | E | 34.80 | 5.0875 — R |

TABLE NO $a_8$

| Value System | Values | Mean | Values | Median | Values | Mode | Sd |
|---|---|---|---|---|---|---|---|
| Female | T | 43.115 | T | 43.01 | T | 43.30 | 6.230 —A |
| L.D.T. | P | 42.169 | P | 43.23 | P | 42.320 | 6.09712—T |
| | S | 41.62 | S | 41.79 | S | 42.03 | 5.83 — S |
| | A | 38.225 | A | 38.33 | A | 38.540 | 5.521328—R |
| | E | 37.25 | E | 37.52 | E | 38.06 | 5.407696—P |
| | R | 36.79 | R | 36.85 | R | 36.97 | 5.0456 — E |

TABLE NO $a_9$

| Value System | Values | Mean | Values | Median | Values | Mode | Sd |
|---|---|---|---|---|---|---|---|
| Male | T | 43.15 | T | 43.76 | T | 44.95 | 6.6402—E |
| L.D.T. | S | 41.858 | S | 42.00 | S | 42.784 | 6.2118—P |
| | P | 41.286 | P | 41.16 | P | 40.906 | 5.9976—S |
| | E | 38.78 | E | 37.93 | A | 38.30 | 5.747 —R |
| | A | 37.28 | A | 37.62 | R | 37.828 | 5.6402—A |
| | R | 36.286 | R | 36.6 | E | 36.23 | 4.468—T |

## SCORE - SHEET

NAME : D.P. VINAY

SEX: MALE

| Page Totals | Theoretical | Economic | Aesthetic | Social | Political | Religious | Total (Last column) |
|---|---|---|---|---|---|---|---|
| | (1) | (2) | (3) | (4) | (5) | (6) | |
| Part- I Item No. 1 to 8 | 8 | 5 | 4 | 0 | 3 | 4 | 24 |
| | (6) | (5) | (4) | (3) | (2) | (1) | |
| Item No. 9 to 16 | 7 | 1 | 4 | 1 | 4 | 7 | 24 |
| | (4) | (1) | (6) | (2) | (3) | (5) | |
| Item No. 17 to 23 | 3 | 6 | 1 | 6 | 2 | 3 | 21 |
| | (2) | (4) | (5) | (1) | (6) | (3) | |
| Item No. 24 to 30 | 3 | 5 | 1 | 3 | 2 | 7 | 21 |
| | (5) | (3) | (2) | (6) | (1) | (4) | |
| Part- II Item No. 1 to 6 | 10 | 11 | 7 | 10 | 12 | 10 | 60 |
| | (3) | (6) | (1) | (5) | (4) | (2) | |
| Item No. 7 to 11 | 11 | 4 | 10 | 5 | 11 | 9 | 50 |
| | (1) | (2) | (3) | (4) | (5) | (6) | |
| Item No. 12 to 15 | 6 | 9 | 9 | 4 | 3 | 9 | 249 |
| Correction Figures | +2 | -1 | +4 | -2 | +2 | -5 | |
| FINAL TOTAL | 50 | 40 | 40 | 27 | 39 | 49 | 240 |

# APPENDIX No. 4

## Showing classification of value scores into 20 categories of Teachers.

| S.No. | Value Scores of Category. | No.of Teachers. | Table No. | Page from - to |
|---|---|---|---|---|
| 1. | Males- Teachers | 200 | S-1 | |
| 2. | Female Teachers | 200 | S-2 | |
| 3. | Male Lecturers | 82 | S-3 | |
| 6. | Female Lecturers | 31 | S-6 | |
| 4. | Male U.P. Teachers | 48 | S-4 | |
| 7. | Female U.P. Teachers | 50 | S-7 | |
| 5. | Male L.P. Teachers | 70 | S-5 | |
| 8. | Female L.P. Teachers | 118 | S-8 | |
| 9. | Hindu male Teachers | 177 | S-9 | |
| 10. | Hindu female Teachers | 165 | S-10 | |
| 11. | Male untrained Sec. Teachers | 21 | S-11 | |
| 12. | Male trained Sec. Teachers | 23 | S-12 | |
| 13. | Male trained Art Teachers | 21 | S-13 | |
| 14. | Female untrained Sec. Teachers | 11 | S-14 | |
| 15. | Female trained Sec. Teachers | 8 | S-15 | |
| 16. | Female untrained Arts | 21 | S-16 | |
| 17. | Female trained Art Teachers | 21 | S-17 | |
| 18. | Male trained Art Teachers | 21 | S-18 | |
| 19. | Muslim male Teachers | 15 | S-19 | |
| 20. | Muslim female Teachers | 25 | S-20 | |

* * *

VALUE SCORES TABLE No A III

of

S-1

( Male Teachers)

| S.No. | Theoretical | Economic. | Aesthetic | Social | Political. | Religious. |
|---|---|---|---|---|---|---|
| 1. | 50 | 40 | 40 | 27 | 39 | 49 |
| 2. | 43 | 45 | 39 | 43 | 38 | 32 |
| 3. | 51 | 39 | 49 | 43 | 36 | 22 |
| 4. | 52 | 46 | 23 | 45 | 44 | 30 |
| 5. | 42 | 33 | 47 | 38 | 36 | 44 |
| 6. | 42 | 43 | 43 | 33 | 43 | 36 |
| 7. | 56 | 41 | 29 | 42 | 49 | 23 |
| 8. | 31½ | 42 | 42 | 40 | 41½ | 43 |
| 9. | 47 | 31 | 20 | 52 | 47 | 43 |
| 10. | 44 | 41 | 43 | 38 | 37 | 37 |
| 11. | 43 | 37 | 39 | 32 | 50 | 39 |
| 12. | 50 | 37 | 42 | 31 | 42 | 38 |
| 13. | 37½ | 46 | 50½ | 31 | 35 | 40 |
| 14. | 40 | 41 | 36 | 36 | 56 | 31 |
| 15. | 43 | 26 | 35 | 52 | 40 | 44 |
| 16. | 44 | 35 | 47 | 33 | 40 | 41 |
| 17. | 50 | 34 | 42 | 37 | 36 | 41 |
| 18. | 38 | 44 | 39½ | 36½ | 42 | 40 |
| 19. | 40 | 53 | 32 | 42 | 41 | 32 |
| 20. | 47 | 43 | 38 | 37 | 45 | 30 |
| 21. | 48½ | 41½ | 30 | 38½ | 41 | 40½ |
| 22. | 52 | 37 | 42 | 31 | 45 | 33 |
| 23. | 35 | 44 | 36 | 52 | 31 | 42 |
| 24. | 49 | 37 | 26 | 48 | 52 | 28 |
| 25. | 48 | 38 | 25 | 49 | 51 | 29 |
| 26. | 42 | 34 | 30 | 42 | 46 | 46 |

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 27. | 40 | 52 | 35½ | 42 | 39½ | 31 |
| 28. | 44 | 47½ | 31½ | 41½ | 35 | 40½ |
| 29. | 56 | 37 | 26 | 47 | 42 | 32 |
| 30. | 55½ | 40½ | 38 | 29 | 41 | 36 |
| 31. | 40 | 40 | 38 | 44 | 48 | 30 |
| 32. | 38 | 38 | 40 | 44 | 39 | 41 |
| 33. | 58 | 40 | 39 | 41 | 34 | 28 |
| 34. | 51 | 51 | 35 | 39 | 39 | 25 |
| 35. | 45 | 38 | 38½ | 45 | 39½ | 34 |
| 36. | 48 | 42 | 37 | 44 | 39 | 30 |
| 37. | 47 | 34 | 35 | 36 | 51 | 37 |
| 38. | 51 | 36 | 36 | 42 | 36 | 39 |
| 39. | 45½ | 31½ | 40 | 42½ | 43½ | 37 |
| 40. | 44 | 39 | 39 | 40 | 47 | 31 |
| 41. | 41 | 28 | 47 | 38 | 45 | 41 |
| 42. | 45 | 38 | 40 | 36 | 43 | 38 |
| 43. | 46 | 35 | 33 | 37 | 55 | 34 |
| 44. | 44 | 39 | 40 | 42 | 35 | 40 |
| 45. | 49 | 34 | 47 | 44 | 39 | 27 |
| 46. | 52 | 45 | 34 | 41 | 31 | 37 |
| 47. | 41 | 25 | 41 | 52 | 47 | 34 |
| 48. | 49 | 44 | 38 | 34 | 41 | 34 |
| 49. | 48 | 40 | 26 | 48 | 40 | 38 |
| 50. | 55 | 36 | 41 | 35 | 33 | 40 |
| 51. | 50 | 37 | 30 | 47 | 40 | 36 |
| 52. | 36 | 43 | 45 | 36 | 46 | 34 |
| 53. | 48 | 46 | 24 | 40 | 46 | 36 |
| 54. | 47 | 32 | 47 | 34 | 43 | 37 |

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 55. | 50 | 43 | 50 | 28 | 41 | 28 |
| 56. | 48 | 43 | 29 | 49 | 41 | 30 |
| 57. | 43 | 41 | 40 | 35 | [illegible] 37 | [illegible] 44 |
| 58. | 50 | 36 | 48 | 35 | 34 | 37 |
| 59. | 43 | 34 | 37 | 48 | 46 | 32 |
| 60. | 41 | 34 | 37 | 46 | 45 | 37 |
| 61. | 51 | 36 | 32 | 47 | 37 | 37 |
| 62. | 40 | 32 | 31 | 54 | 52 | 31 |
| 63. | 48 | 36 | 32 | 39 | 56 | 29 |
| 64. | 44 | 41 | 37 | 49 | 38 | 31 |
| 65. | 53 | 34 | 31 | 42 | 40 | 40 |
| 66. | 46 | 37 | 39 | 39 | 40 | 39 |
| 67. | 45 | 31 | 44 | 39 | 39 | 42 |
| 68. | 46 | 40 | 40 | 38 | 38 | 38 |
| 69. | 41 | 50 | 40 | 39 | 36 | 34 |
| 70. | 51 | 40 | 35 | 45 | 42 | 27 |
| 71. | 42 | 32 | 40 | 33 | 45 | 48 |
| 72. | 38 | 27 | 48 | 47 | 43 | 37 |
| 73. | 43 | 35 | 43 | 40 | 42 | 37 |
| 74. | 40 | 30 | 43 | 43 | 45 | 39 |
| 75. | 47 | 35 | 33 | 39 | 44 | 42 |
| 76. | 43 | 41½ | 46 | 37 | 39½ | 33 |
| 77. | 44 | 37 | 32 | 41 | 41 | 45 |
| 78. | 51 | 29 | 27 | 47 | 49 | 37 |
| 79. | 47 | 36 | 23 | 43 | 38 | 53 |
| 80. | 49 | 36 | 32 | 44 | 32 | 47 |
| 81. | 45½ | 34[illegible] ½ | 45½ | 44 | 39 | 31½ |
| 82. | 46 | 45 | 42 | 32 | 31 | 36 |

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 83. | | | | | | |
| 84. | 47 | 45 | 31½ | 44½ | 36 | 36 |
| 85. | 51 | 41 | 30 | 55 | 27 | 36 |
| 86. | 53 | 32 | 29 | 53 | 37 | 36 |
| 87. | 62 | 27 | 38 | 37 | 40 | 36 |
| 88. | 47 | 36 | 33 | 37 | 45 | 42 |
| 89. | 44 | 34 | 43 | 57 | 34 | 28 |
| 90. | 45 | 28 | 40 | 42 | 35 | 50 |
| 91. | 41 | 31 | 34 | 55 | 50 | 29 |
| 92. | 42 | 56 | 26 | 47 | 48 | 21 |
| 93. | 42 | 44 | 25 | 55 | 38 | 36 |
| 94. | 48 | 34 | 46 | 38 | 36 | 38 |
| 95. | 41 | 38 | 42 | 48 | 44 | 27 |
| 96. | 38 | 47 | 42 | 48 | 36 | 29 |
| 97. | 51 | 36 | 36 | 38 | 36 | 43 |
| 98. | 55 | 30 | 38 | 42 | 52 | 23 |
| 99. | 50 | 41 | 27½ | 41 | 48½ | 32 |
| 100. | 51 | 40 | 38 | 37 | 35 | 39 |
| 101. | 46 | 36 | 35 | 48 | 46 | 29 |
| 102. | 44 | 46 | 28 | 33 | 52 | 37 |
| 103. | 54 | 38 | 35 | 48 | 32 | 33 |
| 104. | 43 | 47 | 36 | 43 | 38 | 33 |
| 105. | 38 | 41 | 42 | 44 | 36 | 39 |
| 106. | 47 | 38 | 36 | 45 | 40 | 34 |
| 107. | 49 | 44 | 33 | 41 | 38 | 35 |
| 108. | 56 | 31 | 42 | 30 | 40 | 41 |
| 109. | 48 | 35 | 37 | 41 | 44 | 35 |
| 110. | 56 | 33 | 35 | 40 | 33 | 43 |

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 111. | 49½ | 36 | 38 | 36 | 42½ | 38 |
| 112. | 49 | 36 | 38 | 39 | 42 | 42 |
| 113. | 49 | 33 | 42 | 33 | 42 | 41 |
| 114. | 41 | 41 | 37 | 38 | 36 | 47 |
| 115. | 40 | 44 | 41 | 41 | 33 | 41 |
| 116. | 46 | 38 | 43 | 35½ | 37½ | 40 |
| 117. | 49 | 40 | 41 | 35 | 43 | 32 |
| 118. | 43 | 39 | 42 | 38 | 42 | 36 |
| 119. | 39 | 36 | 39 | 47 | 43 | 36 |
| 120. | 41 | 39 | 40 | 34 | 43 | 43 |
| 121. | 52½ | 36½ | 42 | 31 | 45 | 33 |
| 122. | 50 | 37 | 42 | 32 | 45 | 34 |
| 123. | 52 | 37 | 42 | 31 | 45 | 33 |
| 124. | 53 | 39 | 42 | 29 | 43 | 34 |
| 125. | 50½ | 36½ | 40½ | 31½ | 45 | 36 |
| 126. | 52 | 40 | 40 | 29 | 44 | 35 |
| 127. | 52½ | 38½ | 42 | 31 | 44 | 32 |
| 128. | 52 | 37 | 42 | 31 | 45 | 33 |
| 129. | 49 | 39 | 43 | 28 | 43 | 38 |
| 130. | 45 | 42 | 31 | 47 | 48 | 27 |
| 131. | 49 | 30½ | 34 | 42 | 47½ | 37 |
| 132. | 47 | 38 | 38 | 37 | 38 | 42 |
| 133. | 42 | 44 | 33 | 41 | 42 | 38 |
| 134. | 41 | 30 | 43 | 34 | 46 | 46 |
| 135. | 43 | 34 | 38 | 47 | 37 | 41 |
| 136. | 46 | 31 | 38 | 43 | 42 | 40 |
| 137. | 42 | 39 | 40 | 38 | 49 | 32 |
| 138. | 46 | 31 | 36 | 48 | 41 | 38 |

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 139. | 43 | 32 | 36 | 36 | 44 | 49 |
| 140. | 46 | 39 | 37 | 41 | 41 | 36 |
| 141. | 42 | 38 | 33 | 54 | 36 | 37 |
| 142. | 43 | 37 | 39 | 41 | 42 | 38 |
| 143. | 48 | 42 | 31 | 39 | 31 | 49 |
| 144. | 59 | 40 | 30 | 43 | 29 | 39 |
| 145. | 49½ | 34 | 38½ | 40½ | 31½ | 46 |
| 146. | 50 | 34 | 33 | 40 | 32 | 46 |
| 147. | 44 | 38 | 29 | 52 | 42 | 35 |
| 148. | 40 | 33 | 43 | 51 | 33 | 40 |
| 149. | 40 | 33 | 43 | 51 | 33 | 40 |
| 150. | 43 | 39 | 40 | 37 | 44 | 37 |
| 151. | 53 | 35 | 42 | 34 | 38 | 38 |
| 152. | 55 | 33 | 34 | 48 | 43 | 27 |
| 153. | 47 | 32 | 36 | 47 | 45 | 33 |
| 154. | 40 | 38 | 42 | 34 | 43 | 43 |
| 155. | 48½ | 39 | 45½ | 33½ | 33½ | 40½ |
| 156. | 44 | 38 | 29 | 51 | 43 | 35 |
| 157. | 45 | 36 | 37 | 48 | 38 | 36 |
| 158. | 51 | 38 | 33 | 31 | 43 | 36 |
| 159. | 47 | 39 | 35 | 39 | 45 | 35 |
| 160. | 46 | 38 | 37 | 48 | 41 | 30 |
| 161. | 40 | 56 | 26 | 47 | 37 | 36 |
| 162. | 42 | 40 | 39 | 48 | 33 | 38 |
| 163. | 45 | 37 | 39 | 43 | 44 | 32 |
| 164. | 39 | 35 | 35 | 52 | 43 | 36 |
| 165. | 53 | 38 | 33½ | 41 | 43 | 31½ |
| 166. | 36 | 51 | 46 | 35 | 39 | 33 |

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 167. | 52 | 36 | 31 | 42 | 40 | 39 |
| 168. | 49 | 32 | 37 | 47 | 33 | 41 |
| 169. | 50 | 37 | 36 | 39 | 37 | 41 |
| 170. | 51 | 32 | 37 | 40 | 36 | 44 |
| 171. | 52 | 42 | 41 | 33 | 42 | 30 |
| 172. | 43 | 40 | 32 | 40 | 45 | 40 |
| 173. | 45 | 34 | 29 | 49 | 45 | 38 |
| 174. | 45 | 40 | 40 | 39 | 40 | 36 |
| 175. | 46 | 32 | 31 | 57 | 43 | 31 |
| 176. | 59 | 26 | 41 | 34 | 50 | 30 |
| 177. | 40 | 39 | 32 | 41 | 44 | 44 |
| 178. | 47 | 39 | 35 | 39 | 45 | 35 |
| 179. | 61 | 43 | 30 | 45 | 42 | 19 |
| 180. | 48 | 39 | 25 | 43 | 41 | 44 |
| 181. | 38 | 33½ | 31 | 44 | 43½ | 50 |
| 182. | 54 | 34 | 39 | 43 | 41 | 29 |
| 183. | 47 | 30 | 40 | 40 | 47 | 36 |
| 184. | 39 | 27 | 48 | 49 | 36 | 41 |
| 185. | 53 | 31 | 29 | 41 | 49 | 37 |
| 186. | 34 | 39 | 40 | 53 | 40 | 34 |
| 187. | 42 | 43 | 32 | 43 | 44 | 36 |
| 188. | 41 | 42½ | 35 | 43 | 36½ | 42 |
| 189. | 50 | 38 | 32½ | 49½ | 34 | 36 |
| 190. | 35 | 48 | 33 | 44 | 50 | 30 |
| 191. | 44 | 45 | 38 | 45 | 37 | 31 |
| 192. | 46 | 42 | 37 | 47½ | 37 | 30½ |
| 193. | 44 | 37 | 26 | 50 | 48 | 35 |
| 194. | 37 | 34 | 41 | 47 | 46 | 35 |

.....8

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 195. | 51 | 26 | 39 | 33 | 55 | 36 |
| 196. | 41 | 38 | 38 | 44 | 35 | 34 |
| 197. | 49 | 35 | 28 | 45 | 40 | 43 |
| 198. | 47 | 37 | 33 | 39 | 42 | 42 |
| 199. | 43 | 38 | 44 | 39 | 42 | 34 |
| 200. | 41 | 44 | 36 | 39 | 45 | 35 |
| 201. | 39 | 35 | 39½ | 42 | 45 | 39½ |
| 202. | 44 | 37 | 43 | 41 | 43 | 32 |
| 203. | 41 | 42 | 42 | 40 | 39 | 36 |
| 204. | 54 | 38 | 31 | 42 | 43 | 32 |
| 205. | 49 | 40 | 42 | 35 | 38 | 36 |
| 206. | 44 | 51 | 37 | 41 | 30 | 37 |
| 207. | 44 | 54 | 37 | 41 | 27 | 37 |

VALUE SCORES TABLE NO A III (S-2)

OF

## (Female Teachers)

| S.No. | Theoretical. | Economic. | Aesthetic. | Social. | Political. | Religious. |
|---|---|---|---|---|---|---|
| 1. | 54 | 40 | 37 | 36 | 25 | 38 |
| 2. | 46 | 40 | 31 | 42 | 47 | 34 |
| 3. | 52 | 44 | 44 | 34 | 39 | 27 |
| 4. | 40 | 44 | 26 | 50 | 43 | 37 |
| 5. | 56 | 33 | 49 | 37 | 42 | 23 |
| 6. | 44 | 37 | 40 | 42 | 33 | 44 |
| 7. | 44 | 40 | 36 | 41 | 48 | 31 |
| 8. | 37 | 41 | 42 | 44 | 35 | 41 |
| 9. | 52 | 44 | 43 | 34 | 39 | 28 |
| 10. | 59 | 33 | 44 | 40 | 41 | 23 |
| 11. | 33 | 38 | 40 | 41 | 56 | 32 |
| 12. | 35 | 38 | 43 | 42 | 40 | 42 |
| 13. | 38 | 34 | 39 | 47 | 39 | 43 |
| 14. | 51 | 39 | 42 | 36 | 34 | 38 |
| 15. | 45 | 38 | 35 | 37 | 47 | 38 |
| 16. | 34 | 46 | 37 | 46 | 43 | 34 |
| 17. | 37 | 38 | 57 | 39 | 41 | 48 |
| 18. | 51 | 31 | 45 | 40 | 38 | 35 |
| 19. | 37 | 43 | 39 | 49 | 43 | 29 |
| 20. | 40 | 38 | 37 | 38 | 36 | 51 |
| 21. | 40 | 29 | 38 | 43 | 39 | 51 |
| 22. | 55 | 42 | 42 | 33 | 39 | 29 |
| 23. | 56 | 31 | 28 | 45 | 40 | 40 |
| 24. | 48 | 35 | 38 | 41 | 38 | 40 |
| 25. | 46 | 34 | 37 | 31 | 53 | 39 |
| 26. | 38 | 35 | 43 | 41 | 51 | 32 |

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 27. | 43 | 43 | 47 | 25 | 50 | 32 |
| 28. | 38 | 41 | 47 | 43 | 41 | 30 |
| 29. | 51 | 41 | 34 | 43 | 41 | 30 |
| 30. | 43 | 37 | 38 | 48 | 45 | 29 |
| 31. | 30 | 41 | 44 | 46 | 34 | 45 |
| 32. | 46 | 40 | 40 | 37 | 43 | 38 |
| 33. | 40 | 32 | 35 | 38 | 46 | 39 |
| 34. | 36 | 31 | 38 | 51 | 30 | 54 |
| 35. | 39½ | 37½ | 37½ | 42½ | 45½ | 37½ |
| 36. | 39 | 45 | 49 | 33½ | 33 | 40½ |
| 37. | 42½ | 41 | 31½ | 52 | 38½ | 34½ |
| 38. | 47 | 36 | 39 | 47 | 42 | 29 |
| 39. | 52 | 40 | 41 | 33 | 36 | 38 |
| 40. | 42 | 40 | 40 | 48 | 42 | 28 |
| 41. | 39 | 48 | 33 | 37 | 44 | 39 |
| 42. | 48 | 40 | 37 | 37 | 40 | 38 |
| 43. | 35 | 32 | 48 | 39 | 36 | 50 |
| 44. | 47 | 38 | 33 | 39 | 47 | 36 |
| 45. | 43 | 45 | 32 | 45 | 33 | 42 |
| 46. | 46 | 39 | 40 | 42½ | 42½ | 30 |
| 47. | 47 | 35 | 36 | 39 | 48 | 35 |
| 48. | 54 | 32 | 42 | 36 | 36 | 41 |
| 49. | 47 | 38½ | 43½ | 46 | 31 | 34 |
| 50. | 43½ | 39 | 44 | 34 | 45½ | 34 |
| 51. | 44 | 30 | 36 | 49 | 40 | 41 |
| 52. | 45 | 38 | 45½ | 38 | 40½ | 33 |
| 53. | 49 | 33 | 44 | 44 | 34½ | 35½ |

....3

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 54. | 39 | 34 | 38 | 47 | 38 | 44 |
| 55. | 40 | 45 | 25 | 47 | 40 | 43 |
| 56. | 40 | 30 | 46 | 44 | 43 | 37 |
| 57. | 39 | 42 | 38 | 36 | 49 | 36 |
| 58. | 40 | 40 | 43 | 35 | 53 | 29 |
| 59. | 44 | 40 | 35 | 46 | 42 | 33 |
| 60. | 40 | 30½ | 42½ | 36 | 41 | 50 |
| 61. | 38 | 29 | 52 | 38 | 34 | 49 |
| 62. | 41 | 33 | 40 | 44 | 40 | 42 |
| 63. | 47 | 31 | 42 | 27 | 58 | 35 |
| 64. | 42 | 44½ | 39½ | 38½ | 44 | 31½ |
| 65. | 35 | 37 | 41 | 47 | 45 | 35 |
| 66. | 38 | 37 | 40 | 45 | 45 | 35 |
| 67. | 37 | 39 | 39 | 51 | 44 | 30 |
| 68. | 37 | 39 | 39 | 51 | 44 | 30 |
| 69. | 45 | 38 | 30 | 52 | 37 | 38 |
| 70. | 45 | 38 | 30 | 52 | 37 | 38 |
| 71. | 37 | 46 | 37 | 44 | 41 | 35 |
| 72. | 46 | 34 | 40 | 33 | 45 | 42 |
| 73. | 50 | 34 | 32 | 39 | 43½ | 41½ |
| 74. | 52 | 29 | 38 | 34 | 39 | 48 |
| 75. | 48 | 31 | 36 | 36 | 48 | 41 |
| 76. | 47 | 37 | 42 | 32 | 46 | 36 |
| 77. | 45 | 38 | 29 | 52 | 37 | 39 |
| 78. | 47 | 37 | 38 | 48 | 39 | 31 |
| 79. | 48 | 40 | 36 | 47 | 45 | 24 |
| 80. | 43 | 45 | 34 | 45 | 31 | 42 |
| 81. | 58 | 32 | 28 | 43 | 42 | 37 |

....4

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 82. | 53 | 35 | 30 | 44 | 40 | 38 |
| 83. | 43 | 27 | 38 | 42 | 43 | 47 |
| 84. | 46 | 39 | 37 | 41 | 41 | 36 |
| 85. | 35 | 38 | 48 | 42 | 43 | 34 |
| 86. | 41 | 43 | 38 | 42 | 39 | 37 |
| 87. | 43 | 39 | 42 | 41 | 50 | 25 |
| 88. | 37 | 41 | 39 | 45 | 43 | 35 |
| 89. | 51 | 33 | 36 | 42 | 35 | 43 |
| 90. | 40 | 39 | 43 | 41 | 47 | 30 |
| 91. | 50 | 26 | 36 | 42 | 42 | 44 |
| 92. | 47 | 37 | 44 | 37 | 43 | 32 |
| 93. | 32 | 37 | 57 | 33 | 52 | 29 |
| 94. | 42 | 42 | 46 | 27 | 46 | 37 |
| 95. | 41 | 31 | 43 | 42 | 44 | 39 |
| 96. | 45 | 38 | 29 | 52 | 37 | 39 |
| 97. | 49 | 38 | 27 | 48 | 39 | 39 |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| 98. | 29 | 34 | 37 | 47 | 41 | 42 |
| 99. | 44 | 36 | 44 | 46 | 43 | 27 |
| 100. | 44 | 39 | 35 | 43 | 38 | 41 |
| 101. | 46 | 34 | 40½ | 42½ | 36 | 41 |
| 102. | 43 | 42 | 43 | 46 | 32 | 34 |
| 103. | 52 | 44 | 40 | 37 | 37 | 30 |
| 104. | 35 | 43 | 39 | 43 | 51 | 29 |
| 105. | 43 | 36 | 46 | 36 | 33 | 46 |
| 106. | 51 | 34 | 34 | 41 | 49 | 31 |
| 107. | 45 | 36 | 27 | 43 | 40 | 49 |

...5.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 108. | 39 | 39 | 36 | 41 | 39 | 47 |
| 109. | 41½ | 52½ | 43 | 40 | 36½ | 26½ |
| 110. | 41 | 43 | 39 | 44 | 42 | 31 |
| 111. | 49 | 41 | 38 | 45 | 36 | 31 |
| 112. | 51 | 35 | 42 | 31 | 52 | 29 |
| 113. | 34 | 39 | 43 | 37 | 40 | 47 |
| 114. | 34 | 33 | 46 | 49 | 45 | 33 |
| 115. | 43 | 45 | 34 | 45 | 31 | 42 |
| 116. | 42 | 43 | 38 | 40 | 35 | 42 |
| 117. | 41½ | 41 | 37 | 43½ | 40½ | 36½ |
| 118. | 42 | 43 | 44½ | 35 | 33½ | 37 |
| 119. | 42 | 34 | 42 | 53 | 35 | 34 |
| 120. | 52 | 43 | 32 | 41 | 46 | 26 |
| 121. | 41 | 41 | 32 | 42 | 48 | 36 |
| 122. | 36 | 37 | 46 | 40 | 43 | 33 |
| 123. | 35 | 32 | 49 | 37 | 43 | 44 |
| 124. | 34 | 39 | 42 | 37 | 45 | 43 |
| 125. | 40 | 40 | 42 | 45 | 34 | 39 |
| 126. | 45 | 28 | 48 | 41 | 42 | 36 |
| 127. | 55 | 42 | 22 | 48 | 37 | 36 |
| 128. | 51 | 36 | 33 | 42 | 37 | 36 |
| 129. | 46 | 36½ | 42 | 39½ | 39 | 37 |
| 130. | 46 | 31½ | 36 | 34½ | 52 | 40 |
| 131. | 38 | 34 | 46 | 37 | 53 | 32 |
| 132. | 38 | 42 | 36 | 40 | 48 | 36 |
| 133. | 52 | 33 | 53 | 41 | 35 | 26 |
| 134. | 41 | 52 | 36 | 42 | 49 | 20 |
| 135. | 49 | 48 | 37 | 32 | 39 | 35 |

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 136. | 44 | 50 | 37 | 34 | 40 | 35 |
| 137. | 42 | 38 | 44 | 36 | 50 | 30 |
| 138. | 39 | 42 | 38 | 36 | 49 | 36 |
| 139. | 40 | 44 | 38 | 47 | 33 | 38 |
| 140. | 41 | 33 | 42 | 46 | 42 | 36 |
| 141. | 44 | 38 | 33 | 51 | 28 | 46 |
| 142. | 44 | 37 | 32 | 51 | 31 | 45 |
| 143. | 47 | 48 | 33 | 45 | 43 | 24 |
| 144. | 40 | 37 | 34 | 47 | 40 | 42 |
| 145. | 48 | 37 | 40 | 43 | 30 | 42 |
| 146. | 28 | 34 | 46 | 36 | 44 | 52 |
| 147. | 48 | 36 | 59 | 27 | 33 | 37 |
| 148. | 42 | 38 | 44 | 36 | 50 | 30 |
| 149- | 39 | 43 | 38 | 36 | 48 | 36 |
| 150. | 56½ | 38½ | 32 | 39 | 34 | 40 |
| 151. | 44 | 34 | 34½ | 42½ | 47 | 38 |
| 152. | 51 | 43 | 45 | 37 | 32 | 32 |
| 153. | 40 | 42 | 36 | 43 | 46 | 33 |
| 154. | 50 | 32 | 40 | 38 | 51 | 29 |
| 155. | 40 | 41 | 42 | 40 | 51 | 26 |
| 156. | 47 | 39 | 37 | 35 | 46 | 36 |
| 157. | 54 | 39 | 46 | 37 | 30 | 34 |
| 158. | 47 | 43 | 32 | 42 | 43 | 33 |
| 159. | 45 | 38 | 29 | 52 | 37 | 39 |
| 160. | 38 | 44½ | 48 | 33½ | 46½ | 30½ |
| 161. | 39½ | 41½ | 44 | 41½ | 35 | 38½ |
| 162. | 46 | 44 | 38 | 39 | 36 | 37 |
| 163. | 44 | 38 | 29 | 51 | 43 | 35 |

......7

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 164. | 45 | 44 | 40 | 35 | 44 | 32 |
| 165. | 44½ | 34 | 46 | 43 | 42 | 30½ |
| 166. | 36 | 44½ | 52 | 35 | 42 | 30½ |
| 167. | 40 | 24½ | 40 | 43 | 46 | 46½ |
| 168. | 36 | 28 | 44 | 46 | 45 | 41 |
| 169. | 47 | 36 | 36 | 44 | 42 | 35 |
| 170. | 38 | 36 | 48 | 36 | 44 | 38 |
| 171. | 36 | 50 | 36 | 32 | 43 | 43 |
| 172. | 41 | 46 | 22 | 46 | 43 | 42 |
| 173. | 51 | 36 | 34 | 40 | 43 | 36 |
| 174. | 60 | 36 | 39 | 38 | 31 | 36 |
| 175. | 52 | 38 | 37 | 45 | 38 | 30 |
| 176. | 47 | 39 | 29 | 39 | 48 | 38 |
| 177. | 46 | 38 | 39 | 38 | 43 | 36 |
| 178. | 47 | 30 | 42 | 38 | 46 | 37 |
| 179. | 53 | 35 | 33 | 32 | 51 | 36 |
| 180. | 38 | 46 | 44 | 46 | 39 | 27 |
| 181. | 44 | 43 | 40 | 51 | 29 | 33 |
| 182. | 48 | 41 | 39 | 43 | 37 | 32 |
| 183. | 46 | 42 | 29 | 45 | 44 | 35 |
| 184. | 45 | 43 | 40 | 33 | 44 | 35 |
| 185. | 36 | 38 | 42½ | 43½ | 36 | 44 |
| 186. | 42 | 35 | 44 | 36 | 43 | 40 |
| 187. | 51 | 35 | 40 | 45 | 32 | 37 |
| 188. | 26 | 33½ | 47 | 40½ | 48 | 45 |
| 189. | 52 | 37 | 33 | 32 | 42 | 44 |
| 190. | 40 | 33 | 42 | 42 | 46 | 38 |

.....8

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 191. | 43 | 44 | 45 | 28 | 49 | 31 |
| 192. | 53 | 39 | 40 | 31 | 45 | 32 |
| 193. | 45 | 30 | 39 | 49 | 49 | 28 |
| 194. | 50 | 34 | 36 | 38 | 45 | 37 |
| 195. | 31 | 34 | 59 | 39 | 42 | 35 |
| 196. | 45 | 45 | 28 | 52 | 37 | 33 |
| 197. | 47 | 35 | 22 | 49 | 38 | 49 |
| 198. | 52 | 31 | 46 | 36 | 36 | 39 |
| 199. | 61 | 48 | 43 | 31 | 37 | 20 |
| 200. | 41 | 40 | 39 | 44 | 36 | 40 |

Value Scores of Lectures

## TABLE No. 16

| S.No. | Name | | Theo | Econo | Aesth | Socio. | Politi | Relig |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | | 3 | 4 | 5 | 6 | 7 | 8 |
| 1. | D.P. Vinaya | 1 | 50 | 40 | 40 | 27 | 39 | 49 |
| 2 | S.G. Ali | 3 | 51 | 39 | 49 | 43 | 36 | 22 |
| 3 | B.D. Sharma | 7 | 56 | 41 | 29 | 42 | 49 | 23 |
| 4 | B.S. Tomar | 12 | 50 | 37 | 42 | 31 | 42 | 38 |
| 5 | V.P. Gargi | 18 | 38 | 44 | 39½ | 36½ | 42 | 40 |
| 6 | J.P. Gupta | 20 | 47 | 43 | 38 | 37 | 45 | 30 |
| 7. | A.R. Saxena | 22 | 52 | 37 | 42 | 31 | 45 | 33 |
| 8 | R.L. Tiwari | 23 | 35 | 44 | 36 | 52 | 31 | 42 |
| 9 | R.L. Arora | 28 | 44 | 47½ | 31½ | 41½ | 35 | 40½ |
| 10 | S.C.L. Agrawal | 30 | 55½ | 40½ | 38 | 29 | 41 | 36 |
| 11 | M.K. Nigam | 31 | 40 | 40 | 38 | 44 | 48 | 30 |
| 12 | S.B. Mathur | 33 | 58 | 40 | 39 | 41 | 34 | 28 |
| 13 | J.N. Verma | 34 | 51 | 51 | 35 | 39 | 39 | 25 |
| 14 | J.P. Mishra | 36 | 48 | 42 | 37 | 44 | 39 | 30 |
| 15 | S.P. Shrivastava | 37 | 47 | 34 | 35 | 36 | 51 | 37 |
| 16 | B.D. | 38 | 51 | 36 | 36 | 42 | 36 | 39 |
| 17 | Mohd. Habib Khan | 43 | 46 | 35 | 33 | 37 | 55 | 34 |
| 18 | B.K. Agrawal | 44 | 44 | 31 | 40 | 42 | 35 | 40 |
| 19 | R. Tanwam | 45 | 49 | 34 | 47 | 44 | 39 | 27 |
| 20 | D.K. Pancholi | 46 | 52 | 45 | 34 | 41 | 31 | 37 |
| 21 | S.K. Jain | 48 | 49 | 44 | 38 | 34 | 41 | 34 |
| 22 | P.N. Gorwami | 50 | 55 | 36 | 41 | 34 | 33 | 40 |
| 23 | D.P Gupta | 52 | 36 | 43 | 45 | 36 | 46 | 34 |
| 24 | H.C. Saxena | 53 | 48 | 46 | 24 | 40 | 46 | 36 |
| 25 | V.P. Gupta | 56 | 48 | 43 | 29 | 49 | 41 | 30 |
| 26 | H.C. Upadhyaya | 57 | 43 | 41 | 40 | 35 | 37 | 44 |
| 27 | C.L. Mishra | 59 | 43 | 34 | 37 | 48 | 46 | 32 |
| 28 | R.K. Yadav | 61 | 51 | 36 | 32 | 47 | 37 | 37 |
| 29 | N.N. Bantaria | 65 | 53 | 34 | 31 | 42 | 40 | 40 |
| 30 | P.S. Sisidia | 66 | 46 | 37 | 39 | 39 | 40 | 39 |
| 31 | L.K. Mishra | 67 | 45 | 31 | 44 | 39 | 39 | 42 |
| 32 | Prakash Verma | 68 | 46 | 40 | 40 | 38 | 38 | 38 |
| 33 | R.N. Verma | 69 | 41 | 50 | 40 | 39 | 36 | 34 |
| 34 | M.L. Mittal | 70 | 51 | 40 | 35 | 45 | 42 | 27 |

| 1 | 2 | | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| 35 | Kanhaya Dwivedi | 71 | 42 | 32 | 40 | 33 | 45 | 48 |
| 36 | Ateullah Khan | 72 | 33 | 27 | 48 | 47 | 43 | 37 |
| 37 | K.S. Judge | 73 | 43 | 35 | 43 | 40 | 42 | 37 |
| 38 | A.N. Sharma | 75 | 47 | 35 | 33 | 39 | 44 | 42 |
| 39 | P.S. Kushwaha | 79 | 47 | 36 | 23 | 43 | 38 | 53 |
| 40 | H.K. Sharma | 81 | 45½ | 34½ | 45½ | 44 | 39 | 31½ |
| 41 | C.S. Verma | 82 | 46 | 45 | 42 | 32 | 31 | 36 |
| 42 | Y.N. Arora | 83 | | | | | | |
| 43 | S.P. Saxena | 85 | 51 | 41 | 30 | 55 | 27 | 36 |
| 44 | D.K. Mishra | 86 | 53 | 32 | 29 | 53 | 37 | 36 |
| 45 | S.P. Shrivastava | 88 | 47 | 36 | 33 | 37 | 45 | 42 |
| 46 | D. Singh | 89 | 44 | 34 | 43 | 57 | 34 | 23 |
| 47 | V.K. Jain | 90 | 45 | 28 | 40 | 42 | 35 | 50 |
| 48 | G.S. Sharma | 93 | 42 | 44 | 25 | 55 | 38 | 36 |
| 49 | Vijay Tiwari | 98 | 55 | 30 | 38 | 42 | 52 | 23 |
| 50 | Y.S. Dandotia | 99 | 50 | 41 | 27½ | 41 | 48½ | 32 |
| 51 | H.J. Gupta | 100 | 51 | 40 | 38 | 37 | 35 | 39 |
| 52 | S.C. Saxena | 101 | 46 | 36 | 35 | 48 | 46 | 29 |
| 53 | K.K. Agrawal | 103 | 54 | 38 | 35 | 48 | 32 | 33 |
| 54 | V.S. Sharma | 104 | 43 | 47 | 36 | 43 | 38 | 33 |
| 55 | R.S. Saxena | 105 | 38 | 41 | 42 | 44 | 36 | 39 |
| 56 | S.B. Shrivastava | 106 | 47 | 38 | 36 | 45 | 40 | 34 |
| 57 | S.M. Gupta | 107 | 49 | 44 | 33 | 41 | 38 | 35 |
| 58 | M.M. L. Shrivastava | 110 | 56 | 33 | 35 | 40 | 33 | 43 |
| 59 | G.N. Nigam | 112 | 49 | 36 | 38 | 39 | 42 | 42 |
| 60 | G.P. Agrawal | 113 | 49 | 33 | 42 | 33 | 42 | 41 |
| 61 | M.P. Yuwah | 116 | 46 | 38 | 43 | 35½ | 37½ | 40 |
| 62 | R.J. Sharma | 119 | 39 | 36 | 39 | 47 | 43 | 36 |
| 63 | Ramesh Pd. Nigam | 120 | 41 | 39 | 40 | 34 | 43 | 43 |
| 64 | Jagdish Pd. Godan | 122 | 50 | 37 | 42 | 32 | 45 | 34 |
| 65 | S.N.L. Bhargav | 123 | 52 | 37 | 42 | 31 | 45 | 33 |
| 66 | G.J. Johri | 132 | 47 | 38 | 38 | 37 | 38 | 42 |
| 67 | R.P. Singh | 137 | 42 | 39 | 40 | 38 | 49 | 32 |
| 68 | R.S. Dewadi | 138 | 46 | 31 | 36 | 48 | 41 | 38 |
| 69 | Dr. S. Singal | 139 | 43 | 32 | 36 | 36 | 44 | 49 |
| 70 | G.S. Chandel | 143 | 48 | 42 | 31 | 39 | 31 | 49 |
| 71 | Shri Bhagawan Sharma | 144 | 59 | 40 | 30 | 43 | 29 | 39 |
| 72 | Ram Swaroop6 | 146 | 50 | 34 | 38 | 40 | 32 | 46 |

| 1 |  | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| 73 | P.K. Agrawal | 147 | 44 | 38 | 29 | 52 | 42 | 35 |
| 74 | Abdul Wazed | 158 | 51 | 38 | 33 | 31 | 43 | 36 |
| 75 | C.L. Khanna | 160 | 46 | 38 | 37 | 48 | 41 | 30 |
| 76 | B.N. Sarang | 165 | 53 | 38 | 33½ | 41 | 43 | 31½ |
| 77 | Mathura Pd | 168 | 49 | 32 | 37 | 48 | 33 | 41 |
| 78 | M.A. Kedwal | 170 | 51 | 32 | 37 | 40 | 36 | 44 |
| 79 | Sohanlal Dixit | 175 | 46 | 32 | 31 | 57 | 43 | 31 |
| 80 | Anant Vinayak | 176 | 59 | 26 | 41 | 34 | 50 | 30 |
| 81 | B.B. Dixit | 177 | 40 | 39 | 32 | 41 | 44 | 44 |
| 82 | J.S. Thakur | 126 | 54 | 38 | 31 | 42 | 43 | 32 |
|  |  | MEAN | 47.61 | 37.914 | 37 | 40.83 | 40.275 | 36.46 |
|  |  | S.D. | 5.232 | 5.1042 | 5.55 | 6.396 | 3.724 | 6.195 |

VALUE SCORES OF

## TABLE No. 17

### UPPER DIVISION TEACHERS (MALE)

| S.No. | Name | | Theo | Econo | Aesth | Socio | Poli | Rrel |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | | 3 | 4 | 5 | 6 | 7 | 8 |
| 1. | N.K. Giltani | 2 | 43 | 45 | 39 | 43 | 38 | 32 |
| 2 | Shabbar Hussain | 4 | 52 | 46 | 23 | 45 | 44 | 30 |
| 3 | Sardar Hussain Khan | 5 | 42 | 33 | 47 | 38 | 36 | 44 |
| 4 | D.S. Golia | 8 | 31½ | 42 | 42 | 40 | 41½ | 43 |
| 5 | R.C.N. Jain | 11 | 43 | 37 | 39 | 32 | 50 | 39 |
| 6 | Omprakash Singh | 13 | 37½ | 46 | 50½ | 31 | 35 | 40 |
| 7 | Hari Shankar Tiwari | 16 | 44 | 35 | 47 | 33 | 40 | 41 |
| 8. | Chandra Kant G | 19 | 40 | 53 | 32 | 42 | 41 | 32 |
| 9 | R.S. Sisodia | 21 | 48½ | 41½ | 30 | 38½ | 41 | 40½ |
| 10 | Shri Ram Singh | 24 | 49 | 37 | 26 | 48 | 52 | 28 |
| 11 | M.D. Bhardwaj | 25 | 48 | 38 | 25 | 49 | 51 | 29 |
| 12 | Ambika Pd. | 26 | 42 | 34 | 30 | 42 | 46 | 46 |
| 13 | I.C. Sharma | 27 | 40 | 52 | 35½ | 42 | 39½ | 31 |
| 14 | T.N. Prashar | 29 | 56 | 37 | 26 | 47 | 42 | 32 |
| 15 | V.K. Saxena | 35 | 45 | 38 | 38½ | 45 | 31½ | 34 |
| 16 | Zahrool Hussain | 39 | 45½ | 31½ | 40 | 42½ | 43½ | 37 |
| 17 | R. Daya Kulshta | 40 | 44 | 39 | 39 | 40 | 47 | 31 |
| 18 | R.K. Shrivastava | 41 | 41 | 28 | 47 | 38 | 45 | 41 |
| 19 | R.S. Chamana | 42 | 45 | 38 | 40 | 36 | 43 | 38 |
| 20 | G.J. Morito | 47 | 41 | 25 | 41 | 52 | 47 | 34 |
| 21 | M.M. Shrivastava | 74 | 40 | 30 | 43 | 43 | 45 | 39 |
| 22 | G.S. Sharma | 76 | 43 | 41½ | 46 | 37 | 39½ | 33 |
| 23 | J.C. Gupta | 77 | 51 | 29 | 27 | 47 | 49 | 37 |
| 24 | Khalid Sardar Khan | 78 | 51 | 29 | 27 | 47 | 49 | 37 |
| 25 | J.P. Dubey | 80 | 49 | 36 | 32 | 44 | 32 | 47 |
| 26 | B.K. Sharma | 84 | 47 | 45 | 31½ | 44½ | 36 | 36 |
| 27 | D.P. Mahoor | 87 | 53 | 32 | 29 | 53 | 37 | 36 |
| 28 | Nawal Kishore | 91 | 41 | 31 | 34 | 55 | 50 | 29 |
| 29 | N.L. Kapoor | 108 | 56 | 31 | 42 | 30 | 40 | 41 |
| 30 | J.C. Gupta | 133 | 42 | 44 | 33 | 41 | 42 | 38 |
| 31 | D.S. Pande | 135 | 43 | 34 | 38 | 47 | 37 | 41 |
| 32 | N.P. Pillai | 36 | 46 | 31 | 38 | 43 | 42 | 40 |
| 33 | Shanti Nath | 140 | 46 | 39 | 37 | 41 | 41 | 36 |
| 34 | Sayeed H. Hasan | 141 | 42 | 38 | 33 | 54 | 36 | 37 |

| 1 | 2 | | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| 35 | C.M. Mishra | 145 | 49½ | 34 | 35½ | 40½ | 31½ | 46 |
| 36 | D.C. Shukla | 148 | 40 | 33 | 43 | 51 | 33 | 40 |
| 37 | A.R. Verma | 153 | 47 | 32 | 36 | 47 | 45 | 33 |
| 38 | Mohd. Wafi | 155 | 48½ | 39 | 45½ | 33½ | 35½ | 40½ |
| 39 | A.K. Jain | 156 | 44 | 38 | 29 | 51 | 43 | 35 |
| 40 | S.K. Meheshwari | 163 | 45 | 37 | 39 | 43 | 44 | 38 |
| 41 | G.L. Dubey | 167 | 52 | 36 | 31 | 42 | 40 | 39 |
| 42 | R.S. Gaur | 171 | 52 | 42 | 41 | 33 | 42 | 30 |
| 43 | S.K. Tripathi | 174 | 45 | 40 | 40 | 39 | 40 | 36 |
| 44 | S.N. Banerjee | 190 | 35 | 48 | 33 | 44 | 50 | 30 |
| 45 | G.B. Saxena | 193 | 44 | 37 | 26 | 50 | 48 | 35 |
| 46 | B.B. Khare | 197 | 49 | 35 | 28 | 45 | 40 | 48 |
| 47 | Shanker Dayal Saxena | 129 | 44 | 54 | 37 | 41 | 27 | 37 |
| 48 | Sunil Verma | 17 | 50 | 34 | 42 | 37 | 36 | 41 |
| | | Mean | 45.33 | 37.425 | 36.17 | 42.625 | 42.00 | 37 |
| | | SD | 5.1058 | 6.5646 | 6.9814 | 6.17906 | | |

## Value Score of (Male) Lower Division Teachers

### Table No. 18

| S.No. | Name | | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|---|---|
| 1. | Harish Trivedi | 6 | 42 | 43 | 43 | 33 | 43 | 36 |
| 2. | M.A. Sayed | 9 | 47 | 31 | 20 | 52 | 47 | 43 |
| 3. | P.W. Duivay | 10 | 44 | 41 | 43 | 38 | 37 | 37 |
| 4. | A.Rasid | 14 | 40 | 41 | 36 | 36 | 56 | 31 |
| 5. | R.S.Sharma | 15 | 43 | 26 | 35 | 52 | 40 | 44 |
| 6. | Shyam Kumar Goop | 32 | 38 | 38 | 40 | 44 | 39 | 41 |
| 7. | Nathilal Verma | 49 | 48 | 40 | 26 | 48 | 40 | 38 |
| 8. | S.K.Naidu | 51 | 50 | 37 | 30 | 47 | 40 | 36 |
| 9. | Mahendra K .Jain | 54 | 47 | 32 | 48 | 34 | 43 | 37 |
| 10. | R.K.Jain | 56 | 50 | 43 | 50 | 28 | 41 | 28 |
| 11. | S.K.Jain | 58 | 50 | 36 | 48 | 35 | 34 | 37 |
| 12. | Laxman Gupta | 60 | 41 | 34 | 37 | 46 | 45 | 37 |
| 13. | Sazed Husain | 62 | 40 | 32 | 31 | 54 | 52 | 31 |
| 14. | Asok Sen | 63 | 48 | 36 | 3[illegible] | 39 | 56 | 29 |
| 15. | Dayanand Chaturvedi | 64 | 44 | 41 | 37 | 49 | 38 | 31 |
| 16. | R.P. Guder | 92 | 46 | 56 | 26 | 47 | 48 | 21 |
| 17. | Dharawver Gupta | 94 | 48 | 34 | 46 | 38 | 36 | 38 |
| 18. | Ghanshyam Sharma | 95 | 41 | 38 | 42 | 48 | 44 | 27 |
| 19. | Raghunath Singh | 96 | 38 | 47 | 42 | 48 | 36 | 29 |
| 20. | M.L. Trevedi | 97 | 51 | 36 | 36 | 38 | 36 | 43 |
| 21 | Brij Mohan | 102 | 44 | 46 | 28 | 33 | 52 | 37 |
| 22 | M.C. Dixit | 109 | 48 | 35 | 37 | 41 | 44 | 35 |
| 23. | V.F. Shrivastava | 111 | 49½ | 36 | 38 | 36 | 42½ | 38 |
| 24. | Vijay Kumar | 114 | 41 | 41 | 37 | 38 | 36 | 47 |
| 25. | Gajanan Samadhia | 115 | 40 | 44 | 41 | 41 | 33 | 41 |

| S.No. | Name | The. | Eco | Aes | Soc | Pol | Re |
|---|---|---|---|---|---|---|---|
| 26. | S.P. Singh 117 | ~~xx~~ 49 | 40 | 41 | 35 | 43 | 32 |
| 27. | Devi Pd.Sharma 118 | 43 | 39 | 42 | 38 | 42 | 36 |
| 28. | Ram Bhusan " 130 | 45 | 42 | 31 | 47 | 48 | 28 |
| 29. | S.C. Singh 131 | 49 | 30½ | 34 | 42 | 47½ | 37 |
| 30. | L.S.Rathore 134 | 41 | 30 | 43 | 34 | 46 | 46 |
| 31. | S.N. Saxena 142 | 43 | 37 | 39 | 41 | 42 | 38 |
| 32. | P.S.Chauhan 149 | 40 | 33 | 43 | 51 | 33 | 40 |
| 33. | Desh Raj Singh 150 | 43 | 39 | 40 | 37 | 44 | 37 |
| 34. | Deen Dayan Verma | 151 | 53 | 35 | 42 | 234 | 34 |
| 35. | R.B. Mishra 152 | 55 | 33 | 34 | 48 | 43 | 27 |
| 36. | S.K. Kakkad 154 | 40 | 38 | 42 | 34 | 43 | 43 |
| 37. | K.K.Bhatnagar 157 | 45 | 36 | 37 | 48 | 38 | 36 |
| 38. | A.Swarup 159 | 47 | 39 | 35 | 39 | 45 | 35 |
| 39. | R.R. Saran 161 | 40 | 56 | 26 | 47 | 37 | 36 |
| 40. | A. Khan 162 | 42 | 40 | 39 | 48 | 33 | 38 |
| 41. | K.N.Mishra 164 | 36 | 51 | 46 | 35 | 39 | 33 |
| 42. | P. Jam 169 | 50 | 37 | 36 | 39 | 37 | 41 |
| 43. | J.C.Shakya 172 | 43 | 40 | 32 | 40 | 45 | 40 |
| 44. | B.K.Vyas 173 | 45 | 34 | 29 | 49 | 45 | 38 |
| 45. | B.K. Tiwari 179 | 61 | 43 | 30 | 45 | 42 | 19 |
| 46. | G.Singh 166 | 36 | 51 | 46 | 35 | 39 | 33 |
| 47. | S.R.Sharma 180 | 48 | 39 | 25 | 43 | 41 | 44 |
| 48. | Khemraj 181 | 38 | 33½ | 31 | 44 | 43½ | 50 |
| 49. | M.M. Shak 182 | 54 | 34 | 39 | 43 | 41 | 29 |
| 50. | D.S.Saxena 187 | 47 | 30 | 40 | 40 | 47 | 36 |

| S.No. | Name | | Theo. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|---|---|
| 51. | S.R. Rastogi | 184 | 39 | 27 | 48 | 49 | 36 | 41 |
| 52. | K.Sharka | 185 | 53 | 31 | 29 | 41 | 49 | 37 |
| 53. | A.P. Joshi | 186 | 34 | 39 | 40 | 53 | 40 | 34 |
| 54. | Banderia | 187 | 42 | 43 | 32 | 43 | 44 | 36 |
| 55. | M. Handa | 188 | 41 | 42½ | 35 | 43 | 36½ | 42 |
| 56. | S.C. Bhatnagar | 189 | 50 | 38 | 32½ | 49½ | 34 | 36 |
| 57. | C.K. Garg | 191 | 44 | 45 | 38 | 45 | 37 | 31 |
| 58. | M.C. Mehra | 192 | 46 | 42 | 37 | 47½ | 37 | 30½ |
| 59. | G.P. Mishra | 194 | 37 | 34 | 41 | 47 | 46 | 35 |
| 60. | M.L. Sharma | 195 | 51 | 26 | 39 | 33 | 55 | 36 |
| 61. | R. Lokre | 196 | 41 | 38 | 38 | 44 | 35 | 34 |
| 62. | A.K. Jain | 198 | 47 | 37 | 33 | 39 | 42 | 42 |
| 63. | S.K. Ohri | 200 | 41 | 44 | 36 | 39 | 45 | 35 |
| 64. | M.D. Kulshrestha | 121 | 39 | 35 | 37½ | 42 | 45 | 39½ |
| 65. | V.C. Tripathi | 124 | 44 | 37 | 43 | 41 | 43 | 32 |
| 66. | R.S. Srivastava | 125 | 41 | 42 | 42 | 40 | 39 | 36 |
| 67. | B.S. Gangawal | 127 | 49 | 40 | 42 | 35 | 38 | 26 |
| 68. | Virendra Das | 128 | 44 | 51 | 37 | 41 | 30 | 37 |
| 69. | S.D. Saxena | 129 | 44 | 54 | 37 | 41 | 27 | 37 |
| 70. | K.N. Chaturvedi | 121 | 43 | 55 | 36 | 42 | 28 | 36 |

## APPENDIX - iv

## TABLE No. 13

## VALUE SCORES OF LECTURERS (FEMALE)

| S.No. | Theoritical | Economic | Aesthetic | Social | Political | Religious |
|---|---|---|---|---|---|---|
| 1. | 46 | 40 | 35 | 41 | 48 | 31 |
| 2 | 59 | 33 | 44 | 40 | 41 | 23 |
| 3 | 33 | 38 | 40 | 41 | 56 | 32 |
| 4 | 35 | 38 | 43 | 42 | 40 | 42 |
| 5 | 38 | 34 | 39 | 47 | 39 | 43 |
| 6 | 51 | 31 | 45 | 40 | 38 | 35 |
| 7 | 37 | 43 | 39 | 49 | 43 | 29 |
| 8 | 40 | 38 | 37 | 38 | 36 | 51 |
| 9 | 40 | 29 | 38 | 43 | 39 | 51 |
| 10 | 46 | 39 | 40 | 42½ | 42½ | 30 |
| 11 | 47 | 38½ | 43½ | 46 | 31 | 34 |
| 12 | 43½ | 39 | 44 | ~~45½x~~<br>34 | ~~24~~<br>45½ | 34 |
| 13 | 49 | 33 | 44 | 44 | 34½ | 35½ |
| 14 | 40 | 40 | 43 | 35 | 53 | 29 |
| 15 | 40 | 30½ | 42½ | 36 | 41 | 50 |
| 16 | 41 | 33 | 40 | 44 | 40 | 42 |
| 17 | 47 | 31 | 42 | 27 | 58 | 35 |
| 18 | 42 | 44½ | 39½ | 38½ | 44 | 31½ |
| 19 | 47 | 37 | 38 | 48 | 39 | 31 |
| 20 | 51 | 33 | 36 | 42 | 35 | 43 |
| 21 | 44 | 50 | 37 | 34 | 40 | 35 |
| 22 | 56½ | 38½ | 32 | 39 | 34 | 40 |
| 23 | 46 | 44 | 38 | 39 | 36 | 37 |
| 24 | 44 | 38 | 29 | 51 | 43 | 35 |
| 25 | 45 | 44 | 40 | 35 | 44 | 32 |
| 26 | 44½ | 34 | 46 | 43 | 42 | 30½ |
| 27 | 51 | 36 | 34 | 40 | 43 | 36 |
| 28 | 60 | 36 | 39 | 38 | 31 | 36 |
| 29 | 48 | 41 | 39 | 43 | 37 | 32 |
| 30 | 52 | 31 | 46 | 36 | 36 | 39 |
| 31 | 61 | 48 | 43 | 31 | 37 | 20 |
| Mean | 46.16 | 33.6 | 39.59 | 40.07 | 40.78 | 32.48 |
| S D | 6.39 | 5.46 | 4.385 | 5.185 | 6.05 | 7.280 |

## TABLE No. 14

## VALUE SCORES OF FEMALE ~~LECTURERS~~ U.D.T

| S.No. | Name | | Theo | Econo | Aesthetic | Socio | Politi | Religious |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | | 3 | 4 | 5 | 6 | 7 | 8 |
| 1. | Ku. Nalina Saxena | 1 | 54 | 40 | 37 | 36 | 35 | 38 |
| 2 | Shri S. Shukla | 2 | 46 | 40 | 31 | 42 | 47 | 34 |
| 3 | Ku. Premlata singh | 3 | 52 | 44 | 44 | 34 | 39 | 27 |
| 4 | Smt. Veerani | 4 | 40 | 44 | 26 | 50 | 43 | 37 |
| 5 | Smt. Sarita Harsannis | 5 | 56 | 33 | 49 | 37 | 42 | 23 |
| 6 | Smt. Pratibha | 6 | 44 | 37 | 40 | 42 | 33 | 44 |
| 7 | " Madhuri Dubey | 8 | 37 | 41 | 42 | 44 | 35 | 41 |
| 8 | Ku. Veena Mishra | 9 | 52 | 44 | 43 | 34 | 39 | 28 |
| 9 | " Angul Gupta | 14 | 51 | 39 | 42 | 36 | 34 | 38 |
| 10 | " Sarla Saxena | 27 | 43 | 43 | 47 | 25 | 50 | 32 |
| 11 | " Sheela Chouhan | 34 | 36 | 31 | 38 | 51 | 30 | 54 |
| 12 | " Anurathi Jamdar | 36 | 39 | 45 | 49 | 33½ | 33 | 40½ |
| 13 | Smt. Suman Saxena | 43 | 35 | 32 | 48 | 39 | 36 | 50 |
| 14 | " Rashida Byee | 48 | 54 | 32 | 42 | 35 | 36 | 41 |
| 15 | Ku. Saroj Agrawal | 52 | 45 | 38 | 48½ | 38 | 40½ | 33 |
| 16 | Shamini Imran | 54 | 39 | 34 | 38 | 47 | 38 | 44 |
| 17 | Ku. Shakuntala Yadav | 55 | 40 | 45 | 25 | 47 | 40 | 43 |
| 18 | Smt. M. Malviya | 61 | 38 | 29 | 52 | 38 | 34 | 49 |
| 19 | " Gita Gupta | 87 | 43 | 39 | 42 | 41 | 50 | 25 |
| 20 | Smt. Mehbooba Latif | 107 | 45 | 36 | 27 | 43 | 40 | 49 |
| 21 | " Usha Johri | 109 | 41½ | 52½ | 43 | 40 | 36½ | 26½ |
| 22 | Shazadi Fatima | 110 | 41 | 43 | 39 | 44 | 42 | 31 |
| 23 | Ku. Kusmi Mumari | 111 | 49 | 41 | 38 | 45 | 36 | 31 |
| 24 | Smt. Aliya Khatori | 117 | 41½ | 41 | 37 | 43½ | 40½ | 36½ |
| 25 | Smt. Lila Makade | 118 | 42 | 48 | 44½ | 35 | 33½ | 37 |
| 26 | Ku. Shobha | 132 | 52 | 33 | 53 | 41 | 35 | 26 |
| 27 | Ku. Tara Tobar | 133 | 41 | 52 | 36 | 42 | 49 | 20 |
| 28 | Smt. Shakuntala Saxena | 134 | 49 | 48 | 37 | 32 | 39 | 35 |
| 29 | Smt. Savtri | 141 | 44 | 37 | 32 | 51 | ~~[illegible]~~ 31 | 45 |
| 30 | " Vimal Kelkar | 142 | 47 | 48 | 33 | 45 | 43 | 24 |
| 32 | " Nislekre | 143 | 40 | 37 | 34 | 47 | 40 | 42 |
| 32 | " Sudha Das | 144 | 48 | 37 | 40 | 43 | 30 | 42 |
| 33 | " Manorama Sha | 145 | 28 | 34 | 46 | 36 | 44 | 52 |

| 1 | 2 | | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| 34. | Smt. Bhaka Chaya | 146 | 48 | 36 | 59 | 27 | 33 | 37 |
| 35 | Ku. Usha Shruba | 152 | 51 | 43 | 45 | 37 | 32 | 32 |
| 36 | Ku. Sudesh Mahavir | 153 | 40 | 42 | 36 | 43 | 46 | 33 |
| 37 | Smt. P. Devi Acharya | 154 | 50 | 32 | 40 | 38 | 51 | 29 |
| 38 | " Sudha Rani Sharma | 156 | 47 | 39 | 37 | 35 | 46 | 36 |
| 39 | " Mah Ban | 159 | 45 | 38 | 29 | 52 | 37 | 39 |
| 40 | " Malti Deshpande | 160 | 38 | 44½ | 48 | 33½ | 45½ | 30½ |
| 41 | " Usha Tizare | 166 | 36 | 44½ | 52 | 35 | 42 | 30½ |
| 42 | " Sudha Yadav | 168 | 36 | 28 | 44 | 46 | 45 | 41 |
| 43 | Sriprabа | 178 | 47 | 30 | 42 | 38 | 46 | 37 |
| 44 | Smt. Shashi Shukla | 179 | 53 | 35 | 33 | 32 | 51 | 36 |
| 45 | Smt. Suman Maruthi | 181 | 44 | 43 | 40 | 51 | 29 | 33 |
| 46 | " Surendra Khambre | 183 | 46 | 42 | 29 | 45 | 44 | 35 |
| 47 | Ku. Vinni Gems | 184 | 45 | 43 | 40 | 33 | 44 | 35 |
| 48 | Chandra Kanta Sharma | 186 | 42 | 35 | 44 | 36 | 43 | 40 |
| 49 | Smt. Puspa Saxena | 191 | 43 | 44 | 45 | 28 | 49 | 31 |
| 50 | Smt. Iyan Sharma | 201 | 42 | 45 | 44 | 29 | 48 | 32 |
| | | ~~M~~ | ~~43.80~~ | ~~39.40~~ | ~~40.40~~ | ~~35.80~~ | ~~40.40~~ | ~~36~~ |
| | | M | 43.80 | 39.40 | 40.40 | 35.80 | 40.40 | 36.20 |
| | | SD | 6.225 | 5.85 | 7.10 | 7.30 | 6.305 | 7.5 |

Value Scores
of

## TABLE NO. - 15

L.D.T

| S.No. | Name | | Theo | Econo | Aesthe | Socio | Political | Religious |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | | 3 | 4 | 5 | 6 | 7 | 8 |
| 1. | Smt. Rani Basaria | 15 | 45 | 38 | 35 | 37 | 47 | 38 |
| 2 | " Shakuntala Goyal | 16 | 34 | 46 | 37 | 46 | 43 | 34 |
| 3 | Vijay Saxena | 17 | 37 | 38 | 37 | 39 | 41 | 48 |
| 4 | Komal Baghel | 22 | 55 | 42 | 42 | 33 | 39 | 29 |
| 5. | Smt. Hemlata | 23 | 56 | 31 | 28 | 45 | 40 | 40 |
| 6. | D.B. Vasakumari | 24 | 48 | 35 | 38 | 41 | 38 | 40 |
| 7 | Rajeshwari Saxena | 25 | 46 | 34 | 37 | 31 | 53 | 39 |
| 8 | Smt. Sarla Shrivastava | 26 | 38 | 35 | 43 | 41 | 51 | 32 |
| 9 | Smt. Krishna " | 28 | 38 | 41 | 47 | 43 | 41 | 30 |
| 10 | " Vimal Ingle | 29 | 51 | 41 | 34 | 43 | 41 | 30 |
| 11 | " Pushpa Saxena | 30 | 43 | 37 | 38 | 48 | 45 | 29 |
| 12 | " Indu Gaur | 31 | 30 | 41 | 44 | 46 | 34 | 45 |
| 13 | " Smt. Leela Saxena | 32 | 46 | 36 | 40 | 37 | 43 | 38 |
| 14 | " Ku. Sudha Gargav | 33 | 40 | 32 | 35 | 38 | 46 | 39 |
| 15 | Ku. Usha Kiran Vyas | 35 | 39½ | 37½ | 37½ | 42½ | 45½ | 37½ |
| 16 | Smt. Nirmala Patwardhan | 37 | 42½ | 41½ | 31½ | 52 | 38½ | 34½ |
| 17 | " Vijaya Nigdekar | 38 | 47 | 36 | 39 | 47 | 42 | 29 |
| 18 | " Sashi Kala Kunjwadka | 39 | 52 | 40 | 41 | 33 | 36 | 38 |
| 19 | Smt. Rajni Sallam | 40 | 42 | 40 | 40 | 48 | 42 | 28 |
| 20 | " Uma Beokar | 41 | 39 | 48 | 33 | 37 | 44 | 39 |
| 21 | " Pritima Tarneker | 42 | 48 | 40 | 37 | 37 | 40 | 38 |
| 22 | " Mumtaz Fatema | 44 | 47 | 38 | 33 | 39 | 47 | 36 |
| 23 | " Mohan Mani | 45 | 43 | 45 | 32 | 45 | 33 | 42 |
| 24 | Ku. Rajwant Kaur | 48 | 47 | 35 | 36 | 39 | 48 | 35 |
| 25 | Ku. Jawada Begam | 51 | 44 | 30 | 36 | 49 | 40 | 41 |
| 26 | Mrs. Sarogam Saxena | 56 | 40 | 30 | 46 | 44 | 43 | 37 |
| 27 | Smt. Vibhawan Kaige | 57 | 39 | 42 | 38 | 36 | 49 | 36 |
| 28 | Smt. Krishna Jain | 59 | 44 | 40 | 35 | 46 | 42 | 33 |
| 29 | " Mahendra K. Jagat | 65 | 35 | 37 | 41 | 47 | 45 | 35 |
| 30 | " Noorjahan | 66 | 38 | 37 | 40 | 45 | 45 | 35 |
| 31 | " Sashibala | 67 | 37 | 39 | 39 | 51 | 44 | 30 |
| 32 | " Malte Shael | 68 | 37 | 39 | 39 | 51 | 44 | 30 |
| 33 | " Tan Weer | 69 | 45 | 38 | 34 | 52 | 37 | 38 |
| 34 | " Shanta jain | 70 | 45 | 38 | 30 | 52 | 37 | 38 |

| 1. | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|
| 35 | Smt. Santosh Johri | 71 | 37 | 46 | 37 | 44 | 41 | 35 |
| 36 | " Sanobr Jaheen | 72 | 46 | 34 | 40 | 33 | 45 | 42 |
| 37 | " Dulantaselin | 73 | 50 | 34 | 32 | 39 | 43½ | 41½ |
| 38 | " Pramela Chure | 74 | 52 | 29 | 38 | 34 | 39 | 48 |
| 39 | " Shakuntala Saxena | 75 | 48 | 31 | 36 | 36 | 48 | 41 |
| 41 | " Vimla Gupte | 76 | 47 | 37 | 42 | 32 | 46 | 36 |
| 42 | " Fool Bai Jain | 77 | 45 | 33 | 29 | 52 | 37 | 39 |
| 43 | Smt. Rasida Begam | 79 | 48 | 40 | 36 | 47 | 45 | 24 |
| 44 | " Lelawati Solanki | 80 | 43 | 45 | 34 | 45 | 31 | 42 |
| 45 | Ku. Sudha Singh | 81 | 58 | 32 | 28 | 43 | 42 | 37 |
| 45 | " Sashi Koohar | 82 | 53 | 35 | 30 | 44 | 40 | 38 |
| 46 | " Manorama Musani | 83 | 43 | 27 | 38 | 42 | 43 | 47 |
| 47 | " Shanta Banerji | 84 | 46 | 39 | 37 | 41 | 41 | 36 |
| 48 | " Smt. Gita Sharma | 85 | 35 | 38 | 48 | 42 | 43 | 34 |
| 49 | " Shashi Tiwari | 86 | 41 | 43 | 38 | 42 | 39 | 37 |
| 50 | Ku. Mohini Devi | 88 | 37 | 41 | 39 | 45 | 43 | 35 |
| 51 | " Arifa Sultan | 90 | 40 | 39 | 43 | 41 | 47 | 30 |
| 52 | Smt. Sudha Mohreel | 91 | 50 | 26 | 36 | 42 | 42 | 44 |
| 53 | Ku. Parmila Naidu | 92 | 47 | 37 | 44 | 37 | 43 | 32 |
| 54 | Smt. Sarala Khare | 93 | 32 | 37 | 57 | 33 | 52 | 29 |
| 55 | Ku. Asha | 94 | 42 | 42 | 46 | 27 | 46 | 37 |
| 56 | " Parmil | 95 | 41 | 31 | 43 | 42 | 44 | 39 |
| 57 | " Champa Jain | 96 | 45 | 38 | 29 | 52 | 37 | 39 |
| 58 | Smt. K. Shrivastava | 97 | 49 | 38 | 27 | 48 | 39 | 39 |
| 59 | " Kusum Saxena | 98 | 39 | 34 | 37 | 47 | 41 | 42 |
| 60 | " Mahobeli | 99 | 44 | 36 | 44 | 46 | 43 | 27 |
| 61 | " Saroj | 100 | 44 | 39 | 35 | 43 | 38 | 41 |
| 62 | Smt. Nirmala Shrivastava | 101 | 46 | 34 | 40½ | 42½ | 36 | 41 |
| 63 | " Pushpa Rastogi | 102 | 43 | 42 | 43 | 46 | 32 | 34 |
| 64 | " Kanta Devi Shrivastava | 103 | 52 | 44 | 40 | 37 | 37 | 30 |
| 65 | " Ram Bai | 104 | 35 | 43 | 39 | 43 | 51 | 29 |
| 66 | Ku. Usha Gupte | 105 | 43 | 36 | 46 | 36 | 33 | 46 |
| 67 | Smt. Shashi Sood | 106 | 51 | 34 | 34 | 41 | 41 | 31 |
| 68 | " Shobha | 108 | 39 | 39 | 36 | 41 | 39 | 47 |
| 69 | " R.K. Saxena | 112 | 51 | 35 | 42 | 31 | 52 | 29 |
| 70 | " Sushila Verma | 113 | 34 | 39 | 43 | 37 | 40 | 47 |
| 71 | Ku. Lalit | 114 | 34 | 33 | 46 | 49 | 45 | 33 |
| 72 | " Rajeshwari Pande | 115 | 43 | 45 | 34 | 45 | 31 | 42 |

| 1 | 2 | | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| 73 | Ku. Rukmani Pathali | 116 | 42 | 43 | 38 | 40 | 35 | 42 |
| 74 | Smt. Suman Rawrekar | 119 | 42 | 34 | 42 | 53 | 35 | 37 |
| 75 | " Suchlata Kherkar | 120 | 52 | 43 | 32 | 41 | 46 | 26 |
| 76 | " I. Karmarkar | 121 | 41 | 41 | 32 | 42 | 48 | 36 |
| 77 | " P. Lata Dewadi | 121A | 36 | 37 | 46 | 40 | 43 | 33 |
| 78 | " Shabna Nirwarkar | 122 | 35 | 32 | 49 | 37 | 43 | 44 |
| 79 | " Krishna Shrivastava | 123 | 34 | 39 | 42 | 37 | 45 | 43 |
| 80 | " Pusplata | 124 | 40 | 40 | 42 | 45 | 34 | 39 |
| 81 | " Nirmala | 125 | 45 | 28 | 48 | 41 | 42 | 36 |
| 82 | " Buna Jamjamli | 126 | 55 | 42 | 22 | 48 | 37 | 36 |
| 83 | " Sadhna Narwane | 127 | 51 | 36 | 38 | 42 | 37 | 36 |
| 84 | " S. Shrivastava | 128 | 46 | 36½ | 42 | 29½ | 39 | 37 |
| 85 | " Riyad Fatma | 129 | 46 | 31½ | 36 | 34½ | 52 | 40 |
| 86 | " Sudha Moghe | 130 | 38 | 34 | 46 | 37 | 53 | 32 |
| 87 | " Vimbest Nigam | 131 | 38 | 42 | 36 | 40 | 48 | 36 |
| 88 | " Madhuri Saxena | 136 | 42 | 38 | 44 | 36 | 50 | 30 |
| 89 | " Shala Pitre | 137 | 39 | 42 | 38 | 36 | 49 | 36 |
| 90 | " Shamla Beohari | 138 | 40 | 44 | 38 | 47 | 33 | 38 |
| 91 | Ku. Sulesh Nagpuri | 139 | 41 | 33 | 42 | 46 | 42 | 36 |
| 92 | Smt. Shakuntala Saxena | 140 | 44 | 38 | 33 | 51 | 28 | 46 |
| 93 | Smt. Shushila | 147 | 42 | 38 | 44 | 36 | 50 | 30 |
| 94 | " Habidunisa | 148 | 39 | 43 | 38 | 36 | 48 | 36 |
| 95 | Miss Renu Mohan | 151 | 44 | 34 | 34½ | 42½ | 47 | 38 |
| 96 | Ku. M. Chatterjee | 155 | 40 | 41 | 42 | 40 | 51 | 26 |
| 97 | " Pramila Mishra | 157 | 54 | 39 | 46 | 37 | 30 | 34 |
| 98 | " Usha D. Deshmukh | 161 | 39½ | 41½ | 44 | 41½ | 35 | 38½ |
| 99 | " Bhagwati Devi Gupta | 167 | 40 | 24½ | 40 | 43 | 46 | 46½ |
| 100 | Smt. Tara Rani Choube | 169 | 47 | 36 | 36 | 44 | 42 | 35 |
| 101 | " Manorama Valvalkar | 170 | 38 | 36 | 43 | 36 | 44 | 38 |
| 102 | " Jamila Siddique | 171 | 36 | 50 | 36 | 32 | 43 | 43 |
| 103 | Ku. N. Surangi | 172 | 41 | 46 | 22 | 46 | 43 | 42 |
| 104 | Sumanlata Jaiswal | 176 | 47 | 39 | 29 | 39 | 48 | 38 |
| 105 | Smt. Vasuda Mukaddam | 177 | 46 | 38 | 39 | 38 | 43 | 36 |
| 106 | Sushi Palekar | 180 | 38 | 46 | 44 | 46 | 39 | 27 |
| 107 | Smt. Gita Shukla | 185 | 36 | 38 | 42½ | 43½ | 36 | 44 |
| 108 | Vijay Rangnekar | 187 | 51 | 35 | 40 | 45 | 32 | 37 |
| 109 | Smt. K. Devi Hada | 188 | 26 | 33½ | 47 | 40½ | 48 | 45 |
| 110 | " Kanta Shrivastava | 189 | 52 | 37 | 33 | 32 | 42 | 44 |

| 1 | 2 | 3 | 43 | 54 | 65 | 76 | 87 | 8 |
|---|---|---|---|---|---|---|---|---|
| 111. | Smt. Vinay Kurn | 190 | 40 | 33 | 42 | 42 | 45 | 38 |
| 112 | Smt. Shushila Tiwari | 192 | 53 | 39 | 40 | 31 | 45 | 32 |
| 113 | " Sarya Joshi | 193 | 45 | 30 | 39 | 49 | 49 | 28 |
| 114 | " Alka | 194 | 50 | 34 | 35 | 38 | 45 | 37 |
| 115 | " Parwata Ayer | 195 | 31 | 34 | 57 | 31 | 42 | 35 |
| 116 | " M.D. Sharma | 196 | 45 | 45 | 28 | 52 | 37 | 33 |
| 117 | Ku. Usha Argal | 197 | 47 | 35 | 22 | 49 | 38 | 49 |
| 118 | " Kusum Thakur | 200 | 41 | 40 | 39 | 44 | 36 | 40 |
|  | M |  | 43.115 | 37.25 | 38.225 | 41.62 | 41.831 | 36.71 |
|  | SD |  |  |  |  |  |  |  |

OF

## Hindu Teachers (Male)

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 1. | 50 | 40 | 40 | 27 | 39 | 49 |
| 2. | 43 | 45 | 39 | 43 | 38 | 32 |
| 3. | 42 | 43 | 43 | 33 | 36 | 36 |
| 4. | 56 | 41 | 29 | 42 | 49 | 23 |
| 5. | 31½ | 42 | 42 | 40 | 41½ | 43 |
| 6. | 44 | 41 | 43 | 38 | 37 | 37 |
| 7. | 43 | 37 | 39 | 32 | 50 | 39 |
| 8. | 50 | 37 | 42 | 31 | 42 | 38 |
| 9. | 37½ | 46 | 50½ | 31 | 35 | 40 |
| 10. | 43 | 26 | 35 | 52 | 40 | 44 |
| 11. | 44 | 35 | 47 | 33 | 40 | 41 |
| 12. | 50 | 34 | 42 | 37 | 36 | 41 |
| 13. | 38 | 44 | 39½ | 36½ | 42 | 40 |
| 14. | 40 | 53 | 32 | 42 | 41 | 32 |
| 15. | 47 | 43 | 38 | 37 | 45 | 30 |
| 16. | 48½ | 41½ | 30 | 38½ | 41 | 40½ |
| 17. | 52 | 37 | 42 | 31 | 45 | 33 |
| 18. | 35 | 44 | 36 | 52 | 31 | 42 |
| 19. | 49 | 37 | 26 | 48 | 52 | 28 |
| 20. | 48 | 38 | 25 | 49 | 51 | 29 |
| 21. | 42 | 34 | 30 | 42 | 46 | 46 |
| 22. | 40 | 52 | 35½ | 42 | 39½ | 31 |
| 23. | 44 | 47½ | 31½ | 41½ | 35 | 40½ |
| 24. | 56 | 37 | 26 | 47 | 42 | 32 |
| 25. | 55½ | 40½ | 38 | 29 | 41 | 36 |
| 26. | 40 | 40 | 38 | 44 | 48 | 30 |
| 27. | 38 | 38 | 40 | 44 | 39 | 41 |
| 28. | 58 | 40 | 39 | 41 | 34 | 28 |

## Hindu Teachers ( Male )

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 29. | 51 | 51 | 35 | 39 | 39 | 25 |
| 30. | 45 | 38 | 38½ | 45 | 39½ | 34 |
| 31. | 48 | 42 | 37 | 44 | 39 | 30 |
| 32. | 47 | 34 | 35 | 36 | 51 | 37 |
| 33. | 51 | 36 | 36 | 42 | 36 | 39 |
| 34. | 44 | 39 | 39 | 40 | 47 | 31 |
| 35. | 41 | 28 | 47 | 38 | 45 | 41 |
| 36. | 45 | 38 | 40 | 36 | 43 | 38 |
| 37. | 44 | 39 | 40 | 42 | 35 | 40 |
| 38. | 49 | 34 | 47 | 44 | 39 | 27 |
| 39. | 52 | 45 | 34 | 41 | 31 | 37 |
| 40. | 41 | 25 | 41 | 52 | 47 | 34 |
| 41. | 49 | 44 | 38 | 34 | 41 | 34 |
| 42. | 48 | 40 | 26 | 48 | 40 | 38 |
| 43. | 55 | 36 | 41 | 35 | 33 | 40 |
| 44. | 50 | 37 | 30 | 47 | 40 | 36 |
| 45. | 36 | 43 | 45 | 36 | 46 | 34 |
| 46. | 48 | 46 | 24 | 40 | 46 | 36 |
| 47. | 47 | 32 | 47 | 34 | 43 | 37 |
| 48. | 50 | 43 | 50 | 28 | 41 | 28 |
| 49. | 48 | 43 | 29 | 49 | 41 | 30 |
| 50. | 43 | 41 | 40 | 35 | 37 | 44 |
| 51. | 50 | 36 | 48 | 35 | 34 | 37 |
| 52 | 43 | 34 | 37 | 48 | 46 | 32 |
| 53. | 41 | 34 | 37 | 46 | 45 | 37 |
| 54. | 51 | 36 | 32 | 47 | 37 | 37 |
| 55. | 48 | 36 | 32 | 39 | 56 | 29 |
| 56. | 44 | 41 | 37 | 49 | 38 | 31 |

## Hindu Teachers ( Male )

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 57. | 53 | 34 | 31 | 42 | 40 | 40 |
| 58. | 46 | 37 | 39 | 39 | 40 | 39 |
| 59. | 45 | 31 | 44 | 39 | 39 | 42 |
| 60. | 46 | 40 | 40 | 38 | 38 | 38 |
| 61 | 41 | 50 | 40 | 39 | 36 | 34 |
| 62 | 51 | 40 | 35 | 45 | 42 | 27 |
| 63. | 42 | 32 | 40 | 33 | 45 | 48 |
| 64. | 40 | 30 | 43 | 43 | 45 | 39 |
| 65. | 47 | 35 | 33 | 39 | 44 | 42 |
| 66. | 43 | 41½ | 46 | 37 | 39½ | 33 |
| 67. | 44 | 37 | 32 | 41 | 41 | 45 |
| 68. | 47 | 36 | 23 | 43 | 38 | 53 |
| 69. | 49 | 36 | 32 | 44 | 32 | 47 |
| 70. | 45½ | 34½ | 45½ | 44 | 39 | 31½ |
| 71. | 46 | 45 | 42 | 32 | 31 | 36 |
| 72. | 47 | 45 | 31½ | 44½ | 36 | 36 |
| 73. | 47 | 45 | 31½ | 44½ | 36 | 36 |
| 74. | 51 | 41 | 30 | 55 | 27 | 36 |
| 75. | 53 | 32 | 29 | 53 | 37 | 36 |
| 76. | 62 | 27 | 38 | 37 | 40 | 36 |
| 77. | 47 | 36 | 33 | 37 | 45 | 42 |
| 78. | 45 | 28 | 40 | 42 | 35 | 50 |
| 79. | 41 | 31 | 34 | 55 | 50 | 29 |
| 80. | 42 | 56 | 26 | 47 | 48 | 21 |
| 81 | 42 | 44 | 25 | 55 | 38 | 36 |
| 82. | 48 | 34 | 46 | 38 | 36 | 38 |
| 83. | 41 | 38 | 42 | 48 | 44 | 27 |
| 84. | 38 | 47 | 42 | 48 | 36 | 29 |

## Hindu Teachers ( Male )

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 85. | 51 | 36 | 36 | 38 | 36 | 43 |
| 86. | 55 | 30 | 38 | 42 | 52 | 23 |
| 87. | 50 | 41 | 27½ | 41 | 48½ | 32 |
| 88. | 51 | 40 | 38 | 37 | 35 | 39 |
| 89. | 46 | 36 | 35 | 48 | 46 | 29 |
| 90. | 44 | 46 | 28 | 33 | 52 | 37 |
| 91. | 54 | 38 | 35 | 48 | 32 | 33 |
| 92. | 43 | 47 | 36 | 43 | 38 | 33 |
| 93. | 38 | 41 | 42 | 44 | 36 | 39 |
| 94. | 47 | 38 | 36 | 45 | 40 | 34 |
| 95. | 49 | 44 | 33 | 41 | 38 | 35 |
| 97. | 56 | 31 | 42 | 30 | 40 | 41 |
| 98. | 48 | 35 | 37 | 41 | 44 | 35 |
| 99. | 56 | 33 | 35 | 40 | 33 | 43 |
| 100. | 49½ | 36 | 38 | 36 | 42½ | 38 |
| 101. | 49 | 36 | 38 | 39 | 42 | 42 |
| 102. | 49 | 33 | 42 | 33 | 42 | 41 |
| 103. | 41 | 41 | 37 | 38 | 36 | 47 |
| 104. | 40 | 44 | 41 | ~~23~~ 41 | 33 | 41 |
| 105. | 46 | 38 | 43 | 35½ | 37½ | 40 |
| 106. | 49 | 40 | 41 | 35 | 43 | 32 |
| 107. | 43 | 39 | 42 | 38 | 42 | 36 |
| 108. | 39 | 36 | 39 | 47 | 43 | 36 |
| 109. | 41 | 39 | 40 | 34 | 43 | 43 |
| 110. | 50 | 37 | 42 | 32 | 45 | 34 |
| 111. | 52 | 37 | 42 | 31 | 45 | 33 |
| 112. | 45 | 42 | 31 | 47 | 48 | 27 |
| 113. | 49 | 30½ | 34 | 42 | 47½ | 37 |

## Hindu Teachers ( Male )

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 114. | 47 | 38 | 38 | 37 | 38 | 42 |
| 115. | 42 | 44 | 33 | 41 | 42 | 38 |
| 116. | 41 | 30 | 43 | 34 | 46 | 46 |
| 117. | 43 | 34 | 38 | 47 | 37 | 41 |
| 118. | 46 | 31 | 38 | 43 | 42 | 40 |
| 119. | 42 | 39 | 40 | 38 | 49 | 32 |
| 120. | 46 | 31 | 36 | 48 | 41 | 38 |
| 121. | 43 | 32 | 36 | 36 | 44 | 49 |
| 122. | 46 | 39 | 37 | 41 | 41 | 36 |
| 123. | 43 | 37 | 39 | 41 | 42 | 38 |
| 124. | 48 | 42 | 31 | 39 | 31 | 49 |
| 125. | 59 | 40 | 30 | 43 | 29 | 39 |
| 126. | 49½ | 34 | 38½ | 40½ | 31½ | 46 |
| 127. | 50 | 34 | 38 | 40 | 32 | 46 |
| 128. | 44 | 38 | 29 | 52 | 42 | 35 |
| 129. | 40 | 33 | 43 | 51 | 33 | 40 |
| 130. | 40 | 33 | & 43 | 51 | 33 | 40 |
| 131. | 43 | 39 | 40 | 37 | 44 | 37 |
| 132. | 53 | 35 | 42 | 34 | 38 | 38 |
| 133. | 55 | 33 | 34 | 48 | 43 | 27 |
| 134. | 47 | 32 | 36 | 47 | 45 | 33 |
| 135. | 40 | 38 | 42 | 34 | 43 | 43 |
| 136. | 44 | 38 | 29 | 51 | 43 | 35 |
| 137. | 45 | 36 | 37 | 48 | 38 | 36 |
| 138. | 47 | 37 | 35 | 39 | 45 | 35 |
| 139. | 46 | 38 | 37 | 48 | 41 | 30 |
| 140. | 40 | 56 | 26 | 47 | 37 | 36 |
| 141. | 45 | 37 | 39 | 43 | 44 | 32 |
| 142. | 39 | 35 | 35 | 52 | 43 | 36 |

## Hindu Teachers ( Male )

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 143. | 53 | 38 | 33½ | 41 | 43 | 31½ |
| 144. | 36 | 51 | 46 | 35 | 39 | 33 |
| 145. | 52 | 36 | 31 | 42 | 40 | 39 |
| 146. | 49 | 32 | 37 | 40 | 33 | 41 |
| 147. | 50 | 37 | 36 | 39 | 37 | 41 |
| 148. | 51 | 32 | 37 | 40 | 36 | 44 |
| 149. | 52 | 42 | 41 | 33 | 42 | 30 |
| 150. | 43 | 40 | 32 | 40 | 45 | 40 |
| 151. | 45 | 34 | 29 | 49 | 45 | 38 |
| 152. | 46 | 40 | 40 | 39 | 40 | 36 |
| 153. | 46 | 32 | 31 | 57 | 43 | 31 |
| 154. | 59 | 26 | 41 | 34 | 50 | 30 |
| 155. | 40 | 39 | 32 | 41 | 44 | 44 |
| 156. | 47 | 39 | 35 | 39 | 45 | 35 |
| 157. | 61 | 43 | 30 | 45 | 42 | 19 |
| 158. | 48 | 39 | 25 | 43 | 41 | 44 |
| 159. | 38 | 33½ | 31 | 44 | 43½ | 50 |
| 160. | 47 | 30 | 40 | 40 | 47 | 36 |
| 161. | 39 | 27 | 48 | 49 | 36 | 41 |
| 162. | 53 | 31 | 29 | 41 | 49 | 37 |
| 163. | 34 | 39 | 40 | 53 | 40 | 34 |
| 164. | 42 | 43 | 32 | 43 | 44 | 36 |
| 165. | 41 | 42½ | 35 | 43 | 36½ | 42 |
| 166. | 50 | 38 | 32½ | 49½ | 34 | 36 |
| 167. | 35 | 49 | 33 | 44 | 50 | 30 |
| 168. | 44 | 45 | 38 | 45 | 37 | 31 |
| 169. | 46 | 42 | 37 | 47½ | 37 | 30½ |
| 170. | 44 | 37 | 26 | 50 | 48 | 35 |

## Hindu Teachers ( Male )

| S. No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 171. | 37 | 34 | 41 | 47 | 46 | 35 |
| 172. | 51 | 26 | 39 | 33 | 55 | 36 |
| 173. | 41 | 38 | 33 | 44 | 35 | 34 |
| 174. | 49 | 35 | 28 | 45 | 40 | 43 |
| 175. | 47 | 37 | 33 | 39 | 42 | 42 |
| 176. | 43 | 38 | 44 | 39 | 42 | 34 |
| 177. | 41 | 44 | 36 | 39 | 45 | 35 |
| Mean | 46.05 | 38.33 | 40.91 | 36.67 | 40.40 | 36.70 |

OF.

## Hindu Teachers ( Female)

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 1. | 54 | 40 | 37 | 36 | 35 | 38 |
| 2. | 46 | 40 | 31 | 42 | 47 | 34 |
| 3. | 40 | 44 | 26 | 50 | 43 | 37 |
| 4. | 56 | 33 | 49 | 37 | 42 | 23 |
| 5. | 44 | 37 | 40 | 42 | 33 | 44 |
| 6. | 37 | 41 | 42 | 44 | 35 | 41 |
| 7. | 52 | 44 | 43 | 34 | 39 | 28 |
| 8. | 59 | 33 | 44 | 40 | 41 | 23 |
| 9. | 51 | 39 | 42 | 36 | 34 | 38 |
| 10. | 45 | 38 | 35 | 37 | 47 | 38 |
| 11. | 34 | 46 | 37 | 46 | 43 | 34 |
| 12. | 37 | 38 | 37 | 39 | 41 | 48 |
| 13. | 51 | 31 | 45 | 40 | 38 | 35 |
| 14. | 37 | 43 | 39 | 49 | 43 | 29 |
| 15. | 40 | 38 | 37 | 38 | 36 | 51 |
| 16. | 40 | 29 | 38 | 43 | 39 | 51 |
| 17. | 55 | 42 | 42 | 33 | 39 | 29 |
| 18. | 56 | 31 | 28 | 45 | 40 | 40 |
| 19. | 48 | 35 | 38 | 41 | 38 | 40 |
| 20. | 46 | 34 | 37 | 31 | 53 | 39 |
| 21. | 38 | 35 | 43 | 41 | 51 | 32 |
| 22. | 43 | 43 | 47 | 25 | 50 | 32 |
| 23. | 38 | 41 | 47 | 43 | 41 | 30 |
| 24. | 51 | 41 | 34 | 43 | 41 | 30 |
| 25. | 43 | 37 | 38 | 48 | 45 | 29 |
| 26. | 30 | 41 | 44 | 46 | 34 | 45 |
| 27. | 46 | 36 | 40 | 37 | 43 | 38 |
| 28. | 40 | 32 | 35 | 38 | 46 | 39 |

## Hindu Teachers (Female )

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 29. | 39½ | 37½ | 37½ | 42½ | 45½ | 37½ |
| 30. | 39 | 45 | 49 | 33½ | 33 | 40½ |
| 31. | 42½ | 41 | 31½ | 52 | 38½ | 34½ |
| 32. | 47 | 36 | 39 | 47 | 42 | 29 |
| 33. | 52 | 40 | 41 | 33 | 36 | 38 |
| 34. | 39 | 48 | 33 | 37 | 44 | 39 |
| 35. | 48 | 40 | 37 | 37 | 40 | 38 |
| 36. | 35 | 32 | 48 | 39 | 36 | 50 |
| 37. | 43 | 45 | 32 | 45 | 33 | 42 |
| 38. | 47 | 38½ | 43½ | 46 | 31 | 34 |
| 39. | 45 | 28 | 45½ | 38 | 40½ | 33 |
| 40. | 40 | 45 | 25 | 47 | 40 | 43 |
| 41. | 40 | 30 | 46 | 44 | 43 | 37 |
| 42. | 39 | 42 | 38 | 36 | 49 | 36 |
| 43. | 40 | 40 | 43 | 35 | 53 | 29 |
| 44. | 44 | 40 | 35 | 46 | 42 | 33 |
| 45. | 40 | 30½ | 42½ | 36 | 41 | 50 |
| 46. | 38 | 29 | 52 | 38 | 34 | 49 |
| 47. | 41 | 33 | 40 | 44 | 40 | 42 |
| 48. | 47 | 31 | 42 | 27 | 58 | 35 |
| 49. | 35 | 37 | 41 | 47 | 45 | 35 |
| 50. | 37 | 39 | 39 | 51 | 44 | 30 |
| 51. | 37 | 39 | 39 | 51 | 44 | 30 |
| 52. | 45 | 38 | 30 | 52 | 37 | 38 |
| 53. | 37 | 46 | 37 | 44 | 41 | 35 |
| 54. | 52 | 29 | 38 | 34 | 39 | 48 |
| 55. | 48 | 31 | 36 | 36 | 48 | 41 |
| 56. | 47 | 37 | 42 | [illegible] 32 | [illegible] 46 | 36 |

## Hindu Teachers (Female)

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 57. | 45 | 38 | 29 | 52 | 37 | 39 |
| 58. | 47 | 37 | 38 | 48 | 39 | 31 |
| 59. | 43 | 45 | 34 | 45 | 31 | 42 |
| 60. | 58 | 32 | 28 | 43 | 42 | 37 |
| 61. | 53 | 35 | 30 | 44 | 40 | 38 |
| 62. | 43 | 27 | 38 | 42 | 43 | 47 |
| 63. | 46 | 39 | 37 | 41 | 41 | 36 |
| 64. | 35 | 38 | 48 | 42 | 43 | 34 |
| 65. | 41 | 43 | 38 | 42 | 39 | 37 |
| 66. | 43 | 39 | 42 | 41 | 50 | 25 |
| 67. | 37 | 41 | 39 | 45 | 43 | 35 |
| 68. | 50 | 26 | 36 | 42 | 42 | 44 |
| 69. | 47 | 37 | 44 | 37 | 43 | 32 |
| 70. | 32 | 37 | 57 | 33 | 52 | 29 |
| 71. | 42 | 42 | 46 | 27 | 46 | 37 |
| 72. | 41 | 31 | 43 | 42 | 44 | 39 |
| 73. | 45 | 38 | 29 | 52 | 37 | 39 |
| 74. | 49 | 38 | 27 | 48 | 39 | 39 |
| 75. | 39 | 34 | 37 | 47 | 41 | 42 |
| 76. | 44 | 36 | 44 | 46 | 43 | 27 |
| 77. | 44 | 39 | 35 | 43 | 38 | 41 |
| 78. | 46 | 34 | 40½ | 42½ | 36 | 41 |
| 79. | 43 | 42 | 43 | 46 | 32 | 34 |
| 80. | 52 | 44 | 40 | 37 | 37 | 30 |
| 81. | 35 | 43 | 39 | 43 | 51 | 29 |
| 82. | 43 | 36 | 46 | 36 | 33 | 46 |
| 83. | 51 | 34 | 34 | 41 | 49 | 31 |
| 84. | 39 | 39 | 36 | 41 | 39 | 47 |

| S.No. | Theo. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 85 | 41½ | 52½ | 43 | 40 | 36½ | 26½ |
| 86 | 49 | 41 | 38 | 45 | 36 | 31 |
| 87 | 51 | 35 | 42 | 31 | 52 | 29 |
| 88 | 43 | 39 | 43 | 37 | 40 | 47 |
| 89 | 34 | 33 | 46 | 49 | 45 | 33 |
| 90 | 43 | 45 | 34 | 45 | 41 | 42 |
| 91 | 42 | 43 | 38 | 40 | 35 | 42 |
| 92 | 42 | 48 | 44½ | 35 | 33½ | 37 |
| 93 | 42 | 34 | 42 | 53 | 35 | 34 |
| 94 | 52 | 43 | 32 | 41 | 46 | 26 |
| 95 | 41 | 41 | 32 | 42 | 48 | 36 |
| 96 | 35 | 32 | 49 | 37 | 43 | 44 |
| 97 | 34 | 39 | 42 | 37 | 45 | 43 |
| 98 | 40 | 40 | 42 | 45 | 34 | 39 |
| 99 | 45 | 28 | 48 | 41 | 42 | 36 |
| 100 | 55 | 42 | 22 | 48 | 37 | 36 |
| 101 | 51 | 36 | 38 | 42 | 37 | 36 |
| 102 | 46 | 36½ | 42 | 39½ | 31 | 37 |
| 103 | 38 | 34 | 46 | 37 | 53 | 32 |
| 104 | 38 | 42 | 36 | 40 | 48 | 36 |
| 105 | 52 | 33 | 53 | 41 | 35 | 28 |
| 106 | 41 | 52 | 36 | 42 | 49 | 20 |
| 107 | 49 | 48 | 47 | 32 | 39 | 35 |
| 108 | 44 | 50 | 37 | 34 | 40 | 35 |
| 109 | 42 | 38 | 44 | 36 | 50 | 30 |
| 110 | 39 | 42 | 36 | 36 | 49 | 36 |
| 111 | 40 | 44 | 38 | 47 | 33 | 38 |

| S. No. | Theo | Eco. | Aes. | Soc | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 112 | 41 | 33 | 42 | 46 | 42 | 36 |
| 113 | 44 | 38 | 33 | 51 | 28 | 46 |
| 114 | 44 | 37 | 32 | 51 | 31 | 45 |
| 115 | 47 | 48 | 33 | 45 | 43 | 24 |
| 116 | 40 | 47 | 34 | 47 | 40 | 42 |
| 117 | 48 | 37 | 40 | 43 | 30 | 42 |
| 118 | 28 | 34 | 46 | 36 | 44 | 52 |
| 119 | 48 | 36 | 59 | 27 | 33 | 37 |
| 120 | 42 | 38 | 44 | 36 | 50 | 30 |
| 121 | 56½ | 38½ | 32 | 39 | 34 | 40 |
| 122 | 44 | 34 | 34½ | 42½ | 47 | 38 |
| 123 | 51 | 43 | 45 | 37 | 32 | 32 |
| 124 | 40 | 42 | 36 | 43 | 46 | 33 |
| 125 | 50 | 32 | 40 | 38 | 51 | 29 |
| 126 | 40 | 41 | 42 | 40 | 51 | 26 |
| 127 | 54 | 39 | 46 | 37 | 30 | 34 |
| 128 | 47 | 43 | 32 | 42 | 43 | 33 |
| 129 | 38 | 44½ | 48 | 33½ | 45½ | 30½ |
| 130 | 39½ | 41½ | 44 | 41½ | 35 | 38½ |
| 131 | 44 | 38 | 29 | 51 | 43 | 35 |
| 132 | 45 | 44 | 40 | 35 | 44 | 32 |
| 133 | 44½ | 34 | 46 | 43 | 42 | 30½ |
| 134 | 36 | 44½ | 52 | 35 | 42 | 30½ |
| 135 | 40 | 24½ | 40 | 43 | 46 | 46½ |
| 136 | 36 | 28 | 44 | 46 | 44 | 41 |
| 137 | 47 | 36 | 36 | 44 | 42 | 35 |
| 138 | 38 | 36 | 48 | 36 | 44 | 38 |

| S.No. | Theo. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 139 | 41 | 46 | 22 | 46 | 43 | 42 |
| 140 | 51 | 36 | 34 | 40 | 43 | 36 |
| 141 | 52 | 38 | 37 | 45 | 38 | 30 |
| 142 | 47 | 39 | 29 | 39 | 48 | 38 |
| 143 | 46 | 38 | 39 | 38 | 33 | 36 |
| 144 | 47 | 30 | 42 | 48 | 46 | 37 |
| 145 | 53 | 35 | 33 | 32 | 51 | 36 |
| 146 | 38 | 46 | 44 | 46 | 39 | 27 |
| 147 | 44 | 43 | 40 | 51 | 29 | 33 |
| 148 | 48 | 41 | 39 | 43 | 37 | 32 |
| 149 | 46 | 42 | 29 | 45 | 44 | 35 |
| 150 | 36 | 38 | 42 ½ | 43½ | 36 | 44 |
| 151 | 42 | 35 | 44 | 36 | 43 | 40 |
| 152 | 51 | 35 | 40 | 45 | 32 | 37 |
| 153 | 26 | 33½ | 47 | 40½ | 48 | 45 |
| 154 | 52 | 37 | 33 | 32 | 42 | 44 |
| 155 | 40 | 33 | 42 | 42 | 45 | 38 |
| 156 | 43 | 44 | 45 | 29 | 49 | 31 |
| 157 | 53 | 39 | 40 | 31 | 45 | 32 |
| 158 | 45 | 30 | 30 | 49 | 49 | 28 |
| 159 | 50 | 34 | 36 | 38 | 45 | 37 |
| 160 | 31 | 34 | 59 | 39 | 42 | 35 |
| 161 | 45 | 45 | 28 | 52 | 37 | 33 |
| 162 | 47 | 35 | 22 | 49 | 38 | 49 |
| 163 | 52 | 31 | 46 | 36 | 36 | 39 |
| 164 | 61 | 48 | 43 | 31 | 37 | 20 |
| 165 | 41 | 40 | 39 | 44 | 36 | 40 |

## Science - ( Male) - Untrained Teachers.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 1. | 50 | 43 | 50 | 28 | 41 | 28 |
| 2. | 44 | 37 | 32 | 41 | 41 | 45 |
| 3. | 51 | 29 | 27 | 47 | 49 | 37 |
| 4. | 49 | 36 | 32 | 44 | 32 | 47 |
| 5. | 46 | 45 | 42 | 32 | 31 | 36 |
| 6. | 42 | 44 | 33 | 41 | 42 | 38 |
| 7. | 48 | 42 | 31 | 39 | 31 | 49 |
| 8. | 45 | 37 | 39 | 43 | 44 | 32 |
| 9. | 52 | 42 | 41 | 33 | 42 | 30 |
| ~~10.~~ | | | **M.Sc.** | | | |
| 1. | 38 | 44 | 39½ | 36½ | 42 | 40 |
| 2. | 44 | 47½ | 31½ | 41½ | 35 | 40½ |
| 3. | 55½ | 40½ | 38 | 29 | 41 | 36 |
| 4. | 47 | 34 | 35 | 36 | 51 | 37 |
| 5. | 46 | 35 | 33 | 37 | 55 | 34 |
| 6. | 44 | 39 | 40 | 42 | 35 | 40 |
| 7. | 49 | 44 | 38 | 34 | 41 | 34 |
| 8. | 65 | 36 | 41 | 35 | 33 | 40 |
| 9. | 48 | 43 | 29 | 49 | 41 | 30 |
| 10. | 51 | 36 | 32 | 47 | 37 | 37 |
| 11. | 53 | 34 | 31 | 42 | 40 | 40 |
| 12. | 46 | 37 | 39 | 39 | 40 | 39 |
| 13. | 51 | 41 | 30 | 55 | 27 | 36 |
| 14. | 53 | 32 | 29 | 53 | 37 | 36 |
| 15. | 45 | 28 | 40 | 42 | 35 | 50 |
| 16. | 43 | 47 | 36 | 43 | 38 | 33 |
| 17. | 38 | 41 | 42 | 44 | 36 | 39 |
| 18. | 49 | 44 | 33 | 41 | 38 | 25 |

## Science - ( Male ) - Untrained Teachers.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 19. | 46 | 38 | 43 | 35½ | 37½ | 40 |
| 20. | 41 | 39 | 40 | 34 | 43 | 43 |
| 21. | 50 | 37 | 42 | 32 | 45 | 34 |
|  | 47.73 | 38.36 | 36.3 | 34.96 | 38.7 | 37.66 |

OF

## Science -(Male)- Trained Teachers.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 1. | 52 | 46 | 23 | 45 | 44 | 30 |
| 2. | 44 | 35 | 47 | 33 | 40 | 41 |
| 3. | 48½ | 41½ | 30 | 38½ | 41 | 40½ |
| 4. | 40 | 40 | 38 | 44 | 48 | 30 |
| 5. | 45 | 31 | 44 | 39 | 39 | 42 |
| 6. | 56 | 31 | 42 | 30 | 40 | 41 |
| 7. | 49 | 36 | 38 | 39 | 42 | 42 |
| 8. | 47 | 38 | 38 | 37 | 38 | 42 |
| 9. | 61 | 43 | 30 | 45 | 42 | 19 |

## M.Sc., B.Ed.- M.Ed.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | 50 | 40 | 40 | 27 | 39 | 49 |
| 2. | 50 | 37 | 42 | 31 | 42 | 38 |
| 3. | 47 | 43 | 38 | 37 | 45 | 30 |
| 4. | 51 | 51 | 36 | 39 | 39 | 25 |
| 5. | 51 | 36 | 36 | 42 | 36 | 39 |
| 6. | 52 | 45 | 34 | 41 | 31 | 37 |
| 7. | 43 | 41 | 40 | 35 | 37 | 44 |
| 8. | 44 | 34 | 43 | 57 | 34 | 28 |
| 9. | 50 | 41 | 27½ | 41 | 48½ | 32 |
| 10. | 51 | 40 | 38 | 37 | 35 | 39 |
| 11. | 54 | 38 | 35 | 48 | 32 | 33 |
| 12. | 56 | 33 | [illegible] 35 | [illegible] 40 | [illegible]33 | 43 |
| 13. | 52 | 37 | 42 | 31 | 45 | 33 |
| 14. | 42 | 39 | 40 | 38 | 49 | 32 |
| | 49.34 | 39 | 37.18 | 38.87 | 39.95 | 36.04 |

## Arts - Male - Untrained.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 1. | 42 | 43 | 43 | 33 | 43 | 36 |
| 2. | 40 | 41 | 36 | 36 | 56 | 31 |
| 3. | 40 | 32 | 31 | 54 | 52 | 31 |
| 4. | 48 | 36 | 32 | 39 | 56 | 29 |
| 5. | 41 | 38 | 42 | 48 | 44 | 27 |
| 6. | 49½ | 36 | 38 | 36 | 42½ | 38 |
| 7. | 41 | 41 | 37 | 38 | 36 | 47 |
| 8. | 40 | 44 | 41 | 41 | 33 | 41 |
| 9. | 49 | 40 | 41 | 35 | 43 | 32 |
| | | **M.A.** | | | | |
| 1. | 51 | 39 | 49 | 43 | 36 | 22 |
| 2. | 31½ | 42 | 42 | 40 | 41½ | 43 |
| 3. | 44 | 41 | 43 | 38 | 37 | 37 |
| 4. | 50 | 34 | 42 | 37 | 36 | 41 |
| 5. | 35 | 44 | 36 | 52 | 31 | 42 |
| 6. | 48 | 38 | 25 | 49 | 51 | 29 |
| 7. | 48 | 42 | 37 | 44 | 39 | 30 |
| 8. | 49 | 34 | 47 | 44 | 39 | 27 |
| 9. | 48 | 40 | 26 | 48 | 40 | 38 |
| 10. | 50 | 36 | 48 | 35 | 34 | 37 |
| 11. | 44 | 41 | 37 | 49 | 38 | 31 |
| 12. | 47 | 35 | 33 | 39 | 44 | 42 |
| 13. | 47 | 36 | 23 | 43 | 138 | 53 |
| 14. | 42 | 56 | 26 | 47 | 48 | 21 |
| 15. | 55 | 30 | 38 | 42 | 52 | 23 |
| 16. | 44 | 45 | 38 | 45 | 37 | 31 |
| 17. | 46 | 38 | 37 | 48 | 41 | 30 |
| 18. | 43 | 40 | 32 | 40 | 45 | 40 |

## Arts - Male - Untrained

### M. A.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 19. | 47 | 39 | 35 | 39 | 45 | 35 |
| 20. | 38 | 33½ | 31 | 44 | 43½ | 50 |
| 21. | 39 | 27 | 48 | 49 | 36 | 41 |
|  | 43,8 | 38,7 | 37,13 | 42,9 | 41,63 | 35,1 |

OF

## Science - Female - Untrained.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| I. | | | B.Sc. | | | |
| 1. | 47 | 35 | 36 | 39 | 48 | 35 |
| 2. | 44 | 50 | 37 | 34 | 40 | 35 |
| 3. | 48 | 96 | 59 | 27 | 33 | 37 |
| 4. | 52 | 33 | 37 | 45 | 38 | 30 |
| | | | M.Sc. | | | |
| 1. | 59 | 33 | 44 | 40 | 41 | 23 |
| 2. | 40 | 30½ | 42½ | 36 | 41 | 50 |
| 3. | 51 | 33 | 36 | 42 | 35 | 43 |
| 4. | 46 | 44 | 38 | 39 | 36 | 37 |
| 5. | 45 | 44 | 40 | 35 | 44 | 32 |
| 6. | 51 | 36 | 34 | 40 | 43 | 36 |
| 7. | 60 | 36 | 39 | 38 | 31 | 36 |
| II. | | | | | | |
| Mean - | 49.354 | 37 | 39.455 | 37.727 | 39.09 | 35.81 |

Of

## Science - Female - Trained.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| **B.Sc.** | | | | | | |
| 1. | 54 | 40 | 37 | 36 | 35 | 38 |
| 2. | 52 | 44 | 44 | 34 | 39 | 27 |
| 3. | 56 | 33 | 49 | 37 | 42 | 23 |
| 4. | 52 | 44 | 43 | 34 | 39 | 28 |
| 5. | 42 | 44½ | 39½ | 38½ | 44 | 31½ |
| 6. | 52 | 33 | 53 | 41 | 35 | 26 |
| 7. | 47 | 39 | 37 | 35 | 46 | 36 |
| **M.Sc., B.Ed.-M.Ed.** | | | | | | |
| 1. | 56½ | 38½ | 32 | 39 | 34 | 40 |
| Mean- | 51.5 | 39.5 | 41.75 | 36.75 | 38 | 31.125 |

## Arts - Female - Untrained.

| S.No. | The. | Eco. | Ass. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| | | | M.B.A. | | | |
| 1. | 37 | 38 | 37 | 39 | 41 | 48 |
| 2. | 56 | 31 | 28 | 45 | 40 | 40 |
| 3. | 51 | 41 | 34 | 43 | 41 | 30 |
| 4. | 39½ | 37½ | 37½ | 42½ | 45½ | 37½ |
| 5. | 42½ | 41 | 31½ | 52 | 38½ | 34½ |
| 6. | 42 | 40 | 40 | 48 | 42 | 28 |
| 7. | 39 | 48 | 33 | 37 | 44 | 39 |
| 8. | 35 | 37 | 41 | 47 | 45 | 35 |
| 9. | 38 | 37 | 40 | 45 | 45 | 35 |
| | 380 | 38.8 | 39.5 | 41.16 | 42.46 | 34.7 |
| | | | M.A. | | | |
| 1. | 35 | 38 | 43 | 42 | 40 | 42 |
| 2. | 38 | 34 | 38 | 47 | 39 | 43 |
| 3. | 37 | 43 | 39 | 49 | 43 | 29 |
| 4. | 46 | 34 | 37 | 31 | 53 | 39 |
| 5. | 52 | 40 | 41 | 33 | 36 | 38 |
| 6. | 47 | 33 | 33 | 39 | 47 | 36 |
| 7. | 46 | 39 | 40 | 42½ | 42½ | 30 |
| 8. | 47 | 37 | 38 | 48 | 39 | 31 |
| 9. | 48 | 40 | 36 | 47 | 45 | 24 |
| 10. | 37 | 41 | 39 | 45 | 43 | 35 |
| 11. | 40 | 39 | 43 | 41 | 47 | 30 |
| 12. | 47 | 37 | 44 | 37 | 43 | 32 |
| 13. | 32 | 37 | 57 | 33 | 52 | 29 |
| 14. | 42 | 42 | 46 | 27 | 46 | 37 |
| 15. | 43 | 36 | 46 | 36 | 33 | 46 |
| 16. | 51 | 34 | 34 | 41 | 49 | 31 |

## Arts - Female - Untrained.

### M. A.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 17. | 41 | 52 | 36 | 42 | 49 | 20 |
| 18. | 48 | 37 | 40 | 43 | 30 | 42 |
| 19. | 54 | 39 | 46 | 37 | 30 | 34 |
| 20 | 44½ | 34 | 46 | 43 | 42 | 30½ |
| 21. | 45 | 43 | 40 | 33 | 44 | 35 |
| | 47.66 | 37.3 | 41.5 | 41.8 | 42.1 | 36.6 |

## Arts - Female - Trained.

| S.No. | Tho. | Eco. | A.S. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| | | | **B.A. B.Ed. - M.Ed.** | | | |
| ~~[illegible]~~ | ~~[illegible]~~ | ~~[illegible]~~ | ~~[illegible]~~ | ~~[illegible]~~ | ~~[illegible]~~ | |
| 1. | 40 | 44 | 26 | 50 | 43 | 37 |
| 2. | 37 | 41 | 42 | 44 | 35 | 41 |
| 3. | 33 | 38 | 40 | 41 | 56 | 32 |
| 4. | 51 | 39 | 42 | 36 | 34 | 38 |
| 5. | 38 | 35 | 43 | 41 | 51 | 32 |
| 6. | 39 | 45 | 49 | 33½ | 33 | 40½ |
| 7. | 35 | 32 | 48 | 39 | 36 | 50 |
| 8. | 54 | 32 | 42 | 35 | 36 | 41 |
| 9. | 49 | 41 | 38 | 45 | 36 | 31 |
| | 42.7 | 37.7 | 40.53 | 40.5 | 41.3 | 37.7 |
| | | | **M.A., B.Ed. - M.Ed.** | | | |
| 1. | 44 | 37 | 40 | 42 | 33 | 44 |
| 2. | 44 | 40 | 36 | 41 | 48 | 31 |
| 3. | 51 | 31 | 45 | 40 | 38 | 35 |
| 4. | 40 | 38 | 37 | 38 | 36 | 51 |
| 5. | 40 | 29 | 38 | 43 | 39 | 51 |
| 6. | 43 | 37 | 38 | 48 | 45 | 29 |
| 7. | 47 | 38½ | 43½ | 46 | 31 | 34 |
| 8. | 43½ | 39 | 44 | 34 | 45½ | 34 |
| 9. | 45 | 30 | 45½ | 38 | 40½ | 33 |
| 10. | 39 | 34 | 38 | 47 | 38 | 44 |
| 11. | 40 | 45 | 25 | 47 | 40 | 43 |
| 12. | 40 | 40 | 43 | 35 | 53 | 29 |
| 13. | 38 | 29 | 52 | 38 | 34 | 49 |
| 14. | 41 | 33 | 40 | 44 | 40 | 42 |

## Arts - Female - Trained.

### M.A., B.Ed. - M. Ed.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 15. | 47 | 31 | 42 | 27 | 58 | 35 |
| 16. | 43 | 39 | 42 | 41 | 50 | 25 |
| 17. | 45 | 36 | 27 | 43 | 40 | 49 |
| 18. | 41½ | 52½ | 43 | 40 | 36½ | 26½ |
| 19. | 41 | 43 | 39 | 44 | 42 | 31 |
| 20. | 51 | 35 | 42 | 31 | 52 | 29 |
| 21 | 41½ | 41 | 37 | 43½ | 40½ | 36½ |
| Mean | 42.17 | 37.13 | 41.698 | 41.7 | 37.93 | 32.93 |

## VALUE SCORES OF

TABLE NO A III

### Arts - Male - Trained.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 1. | 43 | 37 | 39 | 32 | 50 | 39 |
| 2. | 40 | 53 | 32 | 42 | 41 | 32 |
| 3. | 42 | 34 | 30 | 42 | 46 | 46 |
| 4. | 40 | 52 | 35½ | 42 | 39½ | 31 |
| 5. | 43 | 41½ | 46 | 37 | 39½ | 33 |
| 6. | 41 | 31 | 34 | 55 | 50 | 29 |
| 7. | 43 | 39 | 42 | 38 | 42 | 36 |
| 8. | 55 | 33 | 34 | 48 | 43 | 27 |
| 9. | 48½ | 39 | 45½ | 33½ | 33½ | 40½ |

### M.A., B.Ed. - M.Ed.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 1. | ~~42~~ 43 | 45 | 39 | 43 | 38 | 32 |
| 2. | 37½ | 46 | 50½ | 31 | 35 | 40 |
| 3. | 52 | 37 | 42 | 31 | 45 | 33 |
| 4. | 56 | 37 | 26 | 47 | 42 | 32 |
| 5. | 45½ | 31½ | 40 | 42½ | 43½ | 37 |
| 6. | 41 | 28 | 47 | 38 | 45 | 41 |
| 7. | 36 | 43 | 45 | 36 | 46 | 34 |
| 8. | 43 | 34 | 37 | 48 | 46 | 32 |
| 9. | 41 | 34 | 37 | 46 | 45 | 37 |
| 10. | 41 | 50 | 40 | 39 | 36 | 34 |
| 11. | 51 | 40 | 35 | 45 | 42 | 27 |
| 12. | 42 | 32 | 40 | 33 | 45 | 48 |
| 13. | 40 | 30 | 43 | 43 | 45 | 39 |
| 14. | 45½ | 34½ | 45½ | 44 | 30 | 31½ |
| 15. | 47 | 45 | 31½ | 44½ | 36 | 36 |
| 16. | 62 | 27 | 38 | 37 | 40 | 36 |
| 17. | 47 | 36 | 33 | 37 | 45 | 42 |
| 18. | 46 | 36 | 35 | 48 | 46 | 29 |

## Arts - Male - Trained.

## M.A., B.Ed. - M.Ed.

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 19. | 47 | 33 | 36 | 45 | 40 | 34 |
| 20. | 49 | 33 | 42 | 33 | 42 | 41 |
| 21. | 49 | 30½ | 34 | 42 | 47½ | 37 |
|  | 42.7 | 42.4 | 37.366 | 41.6 | 42.266 | 32.66 |

## VALUE SCORES OF Muslim Teachers (Gents)

TABLE NO A

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 1. | 51 | 39 | 49 | 43 | 36 | 22 |
| 2. | 52 | 46 | 23 | 45 | 44 | 30 |
| 3. | 48 | 33 | 47 | 38 | 36 | 44 |
| 4. | 47 | 31 | 20 | 52 | 47 | 43 |
| 5. | 40 | 41 | 36 | 36 | 56 | 31 |
| 6. | 45½ | 31½ | 40 | 42½ | 43½ | 37 |
| 7. | 46 | 35 | 33 | 37 | 55 | 34 |
| 8. | 40 | 32 | 31 | 54 | 52 | 31 |
| 9. | 38 | 27 | 48 | 47 | 43 | 37 |
| 10. | 51 | 29 | 27 | 47 | 49 | 37 |
| 11. | 42 | 38 | 33 | 54 | 36 | 37 |
| 12. | 48½ | 39 | 45½ | 33½ | 33½ | 40½ |
| 13. | 51 | 38 | 33 | 31 | 43 | 36 |
| 14. | 42 | 40 | 39 | 48 | 33 | 38 |
| 15. | 54 | 34 | 39 | 43 | 41 | 29 |
| Mean 16. | 46.3 | 35.3 | 36 | 43 | 44 | 39 |

TABLE NO A

# VALUE SCORES OF Muslim Teachers (Ladies)

| S.No. | The. | Eco. | Aes. | Soc. | Pol. | Rel. |
|---|---|---|---|---|---|---|
| 1. | 44 | 40 | 36 | 41 | 48 | 31 |
| 2. | 33 | 32 | [illegible] | 47 | 39 | 43 |
| 3. | 42 | 40 | 40 | 46 | 42 | 28 |
| 4. | 47 | 38 | 33 | 39 | 47 | 36 |
| 5. | 46 | 39 | 40 | 42½ | 42½ | 30 |
| 6. | 54 | 32 | 42 | 35 | 36 | 41 |
| 7. | 43½ | 39 | 44 | 34 | 45½ | 34 |
| 8. | 44 | 30 | 36 | 49 | 40 | 41 |
| 9. | 49 | 33 | 43 | 44 | 34½ | 35½ |
| 10. | 39 | 34 | 38 | 47 | 38 | 44 |
| 11. | 38 | 37 | 40 | 45 | 45 | 35 |
| 12. | 45 | 38 | 30 | 52 | 37 | 38 |
| 13. | 46 | 34 | 40 | 33 | 45 | 42 |
| 14. | 50 | 34 | 32 | 39 | 43½ | 41½ |
| 15. | 48 | 40 | 36 | 47 | 45 | 24 |
| 16. | 37 | 41 | 39 | 45 | 43 | 35 |
| 17. | 51 | 33 | 36 | 42 | 35 | 43 |
| 18. | 45 | 36 | 27 | 43 | 40 | 49 |
| 19. | 41 | 43 | 39 | 44 | 42 | 31 |
| 20. | 41½ | 41 | 37 | 43½ | 40½ | 36½ |
| 21 | 46 | 31½ | 36 | 34½ | 52 | 40 |
| 22. | 39 | 43 | 38 | 36 | 48 | 36 |
| 23. | 45 | 38 | 29 | 52 | 37 | 39 |
| 24. | 36 | 50 | 36 | 32 | 43 | 43 |
| 25. | 60 | 36 | 39 | 38 | 31 | 36 |
| Mean | 44.4 | 37.2 | 37 | 41.6 | 42 | 37.4 |

# -: BIBLIOGRAPHY :-

| | | |
|---|---|---|
| 1. | CHAUTHARY K. RAY | Variation of Values with age birth order locality and religion socio-eco. status<br>Indian Psychological Bulletin Vol. V, Part - II, May, 1960-61. |
| 2. | MISS. MEERA RAO | Value Preference & Personality Pattern.<br>Journal of Education & Psychology Vol. No. viii, No. 1 of April, 1954. |
| 3. | S. SHAKEELA BEGUM - A. HAFEEZ, BENGALORE | A Study of Individual and Social Values.<br>Indian Journal of Psychology, Vol. iii, Part - I, 1964, pp.34-46 |
| 4. | ALLPORT VERNON LINDZEY | Manual for the Study of Values, 1970 edition - Boston, Houghtin Miff. Co., 1960. |
| 5. | KULSHRESTHA S.P. | A manual of Directions for revised and modified Hindi adaptation of study of Values, 1970. |
| 6. | Dr. R.K. OJHA | Manual of Study Values - Indian adaptation of Allport Vernon Study of Value ( Hindi verson) |
| 7. | KULSHRESTHA S.P. | Value Patterns of School Inservice and Preservice Teachers ( A comparative study) Educational Trends, July, 1970. |
| 8. | PAL S.K. | Study of Values - Personality Study of Engineering, Law, Medical, Teacher Training Students Page-38, Educational Studies No. 2, Chapter - iv. |
| 9. | K. RAY CHAUDHARY | Allport Vernon - Study of Values in Indian Situation (Group diff.) Indian Psychological Bulletin,1958, Vol. III, Part - II, Pp. 46-67. |

| | |
|---|---|
| 10. OJHA R.K. | Personality Assessment of Teachers under training with the help of Allport Vernon Study of Values. |
| 11. K.RAY CHAUDHARY | Manual of Directions for the 1958 Indian Modification of Allport Vernon Lindzey "Study of Values" published by the Indian Psychological Bulletin 21, Zakaullah Road, Aligarh, 1965, Page No. 5. |
| 12. RAO V.K.R.V. | Gandhian Values in Indian Education. Address given at the National Seminar on Gandhian Values in Indian Education held at Sevagram Wardha, Feb. 10, 1970. |
| 13. DIXIT RAMESH C. & DEO DUTT SHARMA | Incorporation of students of Teachers Values - A Study of student Teacher Relationship. Indian Educational Review, July, 1969. |
| 14. SKINNER | Psychology. |
| 15. ROTH R.M. | Educational Forum, October, 1964 Page 3. |
| 16. Dr. (Mrs) K.T. SINGH | The Problem & Function of Values in Education. Journal of the Regional College of Education, Bhopal, 1968, Vol.2, No. 4. |
| 17. KATHURIA | Journal of Regional College of Education, Bhopal, 1968, Vol. No.4, Developing Moral and Spiritual Values in Secondary Students. |
| 18. RAY K. CHAUDHARY | Difference of Norms in Values at College level Pp. 5-6 Psychological Bulletin - Vol. II, Part - II, May 1960-61. |
| 19. DONALD SUPER M.A. (Oxon.) JOHN CULFS. | Appraising Vocational Fitness by means of Psychological Test. |
| 20. THURSTON | Study of Values. |
| 21. FREEMAN | Psychological Testing. |
| 22. KOTHARI | Report of Kothari Commission. |
| 23. BROUDY | Philosophy of Education. |

| | | |
|---|---|---|
| 24. | | Educational Encyclopedia. |
| 25. | | Dictionary of Educational Terminology. |
| 26. | BRA BAKER | Eclictic Philosophy of Education (Theory of Values). |
| 27. | STELLA-VAN PETTIN HENDERSON | The Chief end of Man, Chapter iv Page 63. |
| | | Introduction to Philosophy of Education - Life Values. |
| 28. | STAGNER ROSS | Psychology of Personality - Values Page - 259. |

* * *